



# Community Organizing and School Transformation

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**Community Organizing and School Transformation**

Doctor of Education Leadership (Ed.L.D.)  
Capstone

Submitted by

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To the Harvard Graduate School of Education  
in partial fulfillment of the graduation requirements for the degree of  
Doctor of Education Leadership

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## **Abstract**

Across the country, community organizing has emerged as a strategy for engaging low-income communities and communities of color in school transformation. There is increasing recognition that this approach can be used to develop relationships, leadership, and political power to support systemic and long-lasting educational change.

Oakland has a rich history of community-driven school reform. In the early 2000s, the mobilization of thousands of families across the city led to the passage of a new small autonomous school policy and the creation of over 30 new district schools through community-based design teams. However, since 2007, no new district schools have been authorized. Like many other urban districts, the charter sector has expanded, enrollment has declined, and the school district has turned to closing and consolidating schools, rather than opening new ones.

This strategic leadership project sought to combine community organizing and design thinking frameworks to develop institutional and community support for a new dual language middle school as part of a PK-12 multilingual pathway of schools in the Oakland Unified School District. Throughout the capstone, I use Mark Moore's strategic triangle framework (public value, operational capacity, and institutional support) to organize my research and analysis of this strategic project. I describe my leadership of the design team and some of the complexities that arose in our authorizing environment when we attempted to develop the new school through an existing district transformation process.

The analysis includes implications for both new school design and school transformation work, and includes recommendations for how Oakland and other districts can more effectively facilitate communities to take leadership in school transformation.

## Introduction

In the 1990s, Oakland Community Organizations (OCO) and its partners engaged in widespread organizing to build institutional and community support for a policy that authorized the creation of over 40 New Small Autonomous Schools (NSAS) in the Oakland Unified School District (OUSD). Passed in 2000, the NSAS policy formalized a partnership between OCO, OUSD, and BayCES (now National Equity Project) to provide incubation and support for schools created through a community-based design process that allowed for site-based decision-making in budget, calendar, curriculum, governance, hiring, and schedule (Newman, Deschenes, & Hopkins, 2011 and Snyder, 2008).

As a young educator in Oakland, I participated in the small schools movement, and eventually led a design team to create Manzanita SEED, a new dual-language elementary school that opened in 2005. SEED was one of over forty new schools created in Oakland under the NSAS policy (Snyder, 2008). Between 2000 and 2009, twelve elementary schools, seven middle schools, and three comprehensive high school campuses were redesigned into small schools. By 2008, three of the new small schools were closed, and one became a charter school. (Vasudeva, Darling-Hammond, Newton, & Montgomery, 2009).

In 2009, the Stanford School Redesign Network issued a report evaluating the New Small Schools Initiative (Vasudeva, Darling-Hammond, Newton, & Montgomery, 2009). In addition to evaluating the performance of the schools over time, the report identified factors that supported the schools' achievement and made policy recommendations to build on the successes and address the

challenges of the New Small Schools reform. The researchers found that the new small schools were “helping increase student achievement and contributing to the district’s overall productivity” (pg. ii). The number of experienced teachers was one of the factors that most strongly influence academic productivity, and the report recommended the expansion of policies to support teacher recruitment and retention.

An additional policy recommendation was to “beware of undefined mergers that merely combine campuses.” The report went on to highlight the importance of having “strong, focused school leadership and design as part of any campus merger” (pg.v). Despite this recommendation, in 2011 the small schools on the high school campuses (Fremont, Castlemont, and McClymonds) were merged back into one large school, and one of the small schools’ principals assumed leadership. Enrollment at the newly merged high schools declined, and in Spring 2014 Fremont, Castlemont, and McClymonds High School were three of the five schools the board identified for “intensive support.”

Under the leadership of new Superintendent Antwan Wilson in Fall 2014, an open call for transformation proposals was issued at each site. The call was open to teams from in and outside the school as well as charter operators. This became a highly political issue in Oakland. A protest was held at Fremont High in January 2015 when district officials came to announce the plan, and public commentary at board meetings grew heated. Multiple media outlets ran newspapers articles warning of a threat of privatization and school closures.



Although the call was not limited to district teams, only one proposal, written by existing staff, was submitted at each high school.

I watched this unfold while I was 3,000 miles away at the Harvard Graduate School of Education. A year earlier, I had left my position as principal at Manzanita SEED and entered the Harvard Ed.L.D. program. I was inspired by the successes of the new small schools movement, but also troubled by the inability of the school district to grow and sustain this reform strategy. One of the primary reasons I came to the Ed.L.D. program was to get a better understanding of how, and if, successful school reforms could be taken to scale at a district level.

One of the theories that I developed while at Harvard was a bottom-up theory of change, centered on working with families in high quality elementary schools to design their programs up into middle and high school. I posited that this would engage families and students who might otherwise leave district schools while at the same time pushing academic rigor and strong culture up through the K-12 system. This theory of change was especially relevant for the Oakland Unified School District, where nearly one third of the students leave the system between elementary and middle school, and another quarter leave between middle and high school (Oakland Unified School District, 2015).

I sought out a residency placement at GO Public Schools Leadership Center to test out this theory. I designed a strategic project to work with families from families from dual-language immersion elementary schools to grow their program into middle and high school. The goal of my residency was to create the

community and institutional support for a new dual language middle school and multilingual high school, as the first step towards creating a PreK-12 multilingual network of schools within the Oakland Unified School District. This strategic project directly supported the work of GO's Quality Schools Campaign, which seeks to "organize parents to demand dramatic interventions as well as innovative programming for students in low-performing schools."

My strategic project focused on leveraging the power of parents, families, and community members to organize for the expansion of dual language programs in Oakland Unified School District. In particular, I hoped to develop a theory of change for how to leverage the demand from elementary school families to push for transformation or new schools in middle and high school. My goal was to develop a theory of bottom-up change that could grow positive culture and rigor up through a K-12 system, by building on successful elementary school programs. As I engaged in this strategic project, I found that while this grassroots community organizing approach *did* influence the expansion of dual language programs in the school district, it was much more difficult to have the programs authorized as new schools with necessary conditions for transformative work. An attempt to create the multilingual pathway in partnership with the transformation efforts at Fremont High school led to both opportunities and challenges in authorization that as of yet remain unresolved.

This capstone tells the story of how my strategic project unfolded, and illuminates some of the complexities involved in community-driven school transformation. I use Mark Moore's strategic triangle framework to organize my

research and analyze how to best create change in a public system. There are two layers of analysis, one focused on dual language programs, and the other that considers both the importance and feasibility of creating new schools to house the programs. I make a case for how dual language education adds value to our society, and also consider and gather evidence of the legitimacy and support for this educational approach. Next, I explore research on the operational conditions needed to grow and sustain new dual language secondary schools. Following this, I look at how an adaptive change process such as school redesign can be supported through a community-based design process.

After this Review of Knowledge for Action, I describe how my strategic project unfolded once I was on the ground in Oakland. I use literature on psychological safety and change management to understand the dynamics that emerged in the high school design team, and then analyze the challenges encountered in attempting to get the new schools authorized in partnership with an existing high school as well as in the school district. I then conducted interviews with experienced system level educational leaders to better understand what conditions are necessary for truly transformative work in schools, and what conditions hinder it. Finally, I reflect on my learning from this year to identify personal leadership implications, construct a series of recommendations for facilitating community leadership in school transformation, and end by underscoring the importance of developing human capacity to support school transformation across the sector.

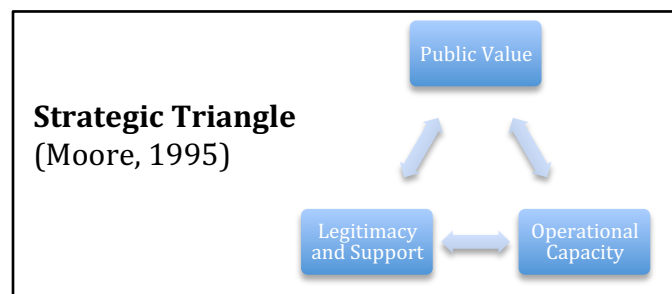


## Review of Knowledge for Action

### The Strategic Triangle

The strategic triangle of *public value*, *legitimacy and support*, and *operational capacity* is an analytic tool for organizational leaders and managers to plan for change. I will use this framework, to determine whether or not developing a new dual language secondary program through a community-based design process is valuable to a greater public, politically and legally legitimate, and operationally feasible. This will require examining both the outcome – a new dual language program – and the process – community-based design – through the lens of the strategic triangle.

Value, in the public sector, is defined as the goods or services delivered to the client, and the efficiency with which the sector delivers those services (Moore, 1995). In the education sector, public value is an expression of the quality of the education with respect to the cost to the public.



Political legitimacy is necessary to sustain the flow of resources to the public education sector. This is an especially critical issue in California, where public funding for education can be both inconsistent and inadequate to support and sustain transformation efforts. Increasing the stakeholders that understand the

public value of dual language and multilingual education develops political legitimacy for the programs, and makes it more likely to attract resources from both government and philanthropy.

The third point of the triangle, operational capacity, asks the leader to consider what operational capacity and resources are needed in order to deliver the desired result. In the case of a dual language or multilingual high school, schools and districts must develop the operational capacity to recruit and train high quality bilingual staff, fund programs, and identify curricular materials in the languages of study. The new high school will also require a building – a significant investment in facilities.

Social change has to meet three criteria symbolized by the points of the triangle: it has to be a publicly valuable social change; socially legitimate and financially sustainable; and operationally feasible to achieve (Moore, 1995).

### **Public Value: What is the value of a dual language secondary program?**

Dual Language and multi-lingual programs create public value by providing the cognitive benefits of a bilingual education for all children. The integration of students who are English learners with students who are English native speakers gives groups of students the cognitive, linguistic, and cultural advantages of speaking a second language. Dual language immersion programs have three primary objectives:

- 1) Academic Proficiency
- 2) Bilingualism and Bi-literacy
- 3) Cultural Competency

(Howard, Sugarman, Christian, Lindholm-Leary, & Rogers, 2007).

Dual Language programs benefit students who are primary English speakers as well as English Learners, and show significant promise in closing the achievement gap for low SES students of all language backgrounds. They support English Learners to have sustained high levels of achievement in all subject areas, whereas segregated, remedial programs maintain or widen the achievement gap (Collier and Thomas, 2002, 2004). Strong programs have additional benefits for low SES students. SES has much less influence on academic outcomes when academic work is provided in the students' home language as well as in English (ibid). Over time, these programs can ideally mitigate the effects of low SES by raising achievement for both English and Spanish speakers.

There is a significant link between learning a second language and increased cognitive development, especially in the area of executive function (Adesope, Lavin, Thompson, & Ungerleider, 2010, Barac & Bialystok, 2011, Bialystok & Craik, 2010, Garcia & Náñez, 2011). Executive function includes cognitive functions such as working memory, reasoning, task flexibility, and problem solving, which are recognized as increasingly important 21<sup>st</sup> century skills. Low-SES students who come from English speaking homes can reap the benefits of the cognitive gains associated with bilingualism through enrollment in a dual language or Spanish immersion program. Native English speakers in two-way bilingual immersion programs show academic gains at or equal to their monolingual peers (Collier and Thomas, 2002, 2004). While dual language

immersion programs often draw their English speaking students from a higher SES background than the Spanish speakers in the program, the research suggests that the benefits of second language instruction at an early age would support low-SES students in making the cognitive gains necessary for increased academic achievement.

Although the last two decades have seen an increase in English Only education, the political climate is ripe for an expansion of dual language programs. There is a growing amount of support for dual language and bilingual education in Oakland, across the state, and nationally. The former national secretary of education, Arne Duncan, coauthored a short article with Libia Gil titled “*English learners: an asset for global, multilingual future*” (Duncan and Gil, 2014). California State Senator Ricardo Lara has authored Senate Bill 1174 (English Language Education, 2014), which will give voters the chance to overturn Proposition 227, which limited bilingual education in California. Dual language programs can be a strategic way to reframe bilingual education in the public eye – instead of a program that can increase segregation and linguistic isolation and provide bilingual education for a few, it is a program that increases integration across linguistic and socio-economic lines and promotes bilingual education for all.

When Proposition 227 was passed in 1998, the most prevalent bilingual model in California was the early-exit, or transitional bilingual program. Although this model may show evidence of short-term success, research indicates that it leads to poor long-term academic outcomes (Collier and Thomas, 2002, 2004).



In addition, transitional programs segregate students in the early grades in order to provide foundational knowledge and skills in the home language. Opponents of bilingual education express concerns over the poor academic results and cultural isolation produced by bilingual programs. These very real concerns can be avoided by promoting dual language as a model for bilingual education that supports high long-term academic results as well as integration across race, class, and language.

Dual language programs have the potential to transform public education into excellent 21<sup>st</sup> century learning environments. As Duncan and Gil state, *“in an interconnected, interdependent global economy, we must prepare our children for a future in which their social and economic success will depend on their ability to understand diverse perspectives and communicate with people from other cultures and language groups.”* (Duncan and Gil, 2014)

An additional, societal benefit of dual language programs is that they decrease racial and socio-economic segregation of schools by integrating students across language. Over the last fifty years, segregation for Latino students has increased dramatically in the United States, especially in California (Orfield et al, 2012). This racial segregation of leads to linguistic isolation of Latino students, which correlates to lower proficiency rates in English Language Arts (Redlands Institute, 2009). In the 2013-14 school year almost a quarter of the public school children in California were English Learners, the majority of whom speak Spanish in the home (California Department of Education, 2015). Most of these students attend a school where nearly two-thirds are Latino, less

than a quarter of the students are white, and two-thirds are low-income (Orfield et al, 2012). Increasing the number of dual language schools will provide more students with the benefits of an integrated education.

Oakland, recognized as the most diverse city in the United States (Priceonomics, 2014), mirrors the rest of the state with respect to its ethnic and linguistic segregation. Forty-two percent of Oakland public school students are Latino, and largely concentrated in schools in the East, the region that has the highest number of English Learners and the highest level of poverty (Oakland Unified School District, 2015). Traditional, one-way bilingual programs that separate English Learners from the general population intensify this segregation within schools by separating English learners into separate classrooms. In contrast, dual language programs promote integration by intentionally serving students from different language backgrounds in the same classroom. The Oakland Unified School District is in the process of phasing out one-way bilingual programs in favor of dual language. There are currently three two-way dual language elementary school programs, two one-way programs, and seven elementary schools that are in the process of shifting to a dual language program. One of the elementary school programs extends into middle school, however there are no other secondary schools that continue dual language programming.

**Legitimacy and Support: Who needs to authorize new dual language secondary programs in Oakland?**

The Oakland Unified School District is one of many districts across the country currently expanding its dual language offerings, and states across the country are beginning to adopt a seal of bi-literacy to recognize bilingual achievement on the high school diploma (Seal of Bi-literacy, 2015). Widespread political support is necessary for an educational change of this scale, as the authorizing environment for education includes just about everyone: school boards, teachers, superintendent, individual parents, PTA and parent groups, taxpayer groups, teachers unions, citizens, and business and professional organizations.

The office of English Language Acquisition and Multilingual Achievement (ELLMA) is a strong proponent for expanding dual language programs in Oakland. In 2014, they released a report that proposed expanding the number of dual language programs in elementary school and creating new middle and high school programs in order to create a PK-12 dual language pathway. It recommended extending dual language programs into eighth grade and having feeder middle and high schools offering content courses in the partner language.

Nonetheless, it will be a challenge to have the secondary programs authorized as *new* district schools. Unlike the era of the New Small Autonomous Schools, there is no longer a process within the district to authorize new schools through a community-based design process. A Fall Call for Quality Schools was issued in 2015, however it was not a call for new schools. Instead, the Fall Call was designed to support innovation in existing district schools, develop a feeder pattern in West Oakland, and encourage charter petitions that highlight district

priorities (Oakland Unified School District, 2015). Since the last new small school opened in 2007, no new district schools have been opened, however over 30 new district charter schools have been authorized. To address this challenge, a cross section of stakeholders must believe in not only in the public value of dual language education, but also in the value of having a process for new school authorization in the district.

**Operational Capacity: What conditions and capacity are needed to open and sustain a new dual language secondary school?**

Like the pilot schools in Boston Public Schools and the Small High Schools of Choice in New York City, the original New Small Autonomous Schools in Oakland were founded with site-based autonomy in hiring, curriculum, budget, schedule, governance, and calendar (Newman, et al. 2011). Oakland is one of many urban school districts across the country that used site-based decision-making as a lever for school transformation and provided schools with more decision-making power about how to use their limited resources of time, money, and people. (Tung & Ouimette, 2007). The NSAS policy allowed school communities to make decisions such as restructuring the schedule to create more collaboration and planning time for teachers, or lower teacher to student ratios (Tung & Ouimette, 2007, Oakland Unified School District, 2000). Although policy is still on the books in OUSD, it is no longer operationalized.

Initially, I thought that site-based autonomy was the most important operational condition needed to grow dual language programs into secondary schools. Schools created under the new policies in both Boston and Oakland

showed gains, such as significant increases in attendance and high school graduation rates. It was during the NSAS movement that the five of the existing dual language programs in Oakland were created. Although, both the actual implementation of autonomy policies and the academic improvement they are designed to support has been limited and uneven (Tung and Ouimette, 2007, Honig and Rainey, 2012), it is clear that the ability of a school to select, develop, and retain high quality teachers is critical to its ongoing success.

Gains from autonomy are most evident in schools that had strong, consistent leadership, a clear vision focused on teaching and learning, and ongoing investment in building professional capacity of staff (Tung and Ouimette, 2007, Honig and Rainey, 2012). This is consistent with a wide body of research supporting importance of school leadership, teacher quality and human capital development. (Bryk et al, 2010, Darling-Hammond, 2010). In a dual language school, these teachers and leaders must also have academic language proficiency in a language other than English, and a strong understanding of second language development (Howard et al, 2007).

One of the primary issues that surfaces in a dual language program in secondary school is the availability of teachers and curriculum in the minority language (Montone & Loeb, 2002, as cited in Howard et al., 2003). It becomes increasingly difficult to find both teachers with academic language fluency and grade-level appropriate curricular materials in the minority language as students move up the grades. In order to develop a high quality dual language middle school and multilingual high school, it is necessary to have discretion over the

professional development as well as the recruitment and hiring of staff. Effective professional development for dual language programs should include a focus on language education pedagogy and curriculum, development of professional and academic language skills in the second language, and educational equity (Howard et al, 2007).

An additional, and equally critical condition needed for any new school is the identification of a facility. Under California Law, a district, county office of education, or the state can authorize a charter school. Regardless of who authorizes the school, the district must provide a facility if the school serves at least 80 students who live within the district boundaries. OUSD currently has over 13 charters who have already been authorized that are awaiting facilities (D. Montes, personal communication, 1/25/16). Although there are still many underutilized facilities in Oakland, there is not a clear process for a new district school to obtain access to one.

### **Creating Spaces to do the Adaptive Work**

By developing the new schools through a community-based design process, I hope to demonstrate the public value of the new schools, build legitimacy and support among multiple stakeholders, and create advocates for the operational conditions, such as hiring autonomy and a facility, needed to open and sustain the schools. The design team provides a structure, or “container,” (Heifetz, 1994) for reshaping the expectations of the parents, educators, and community members who engage in the design process. As with a community

organizing campaign, this process will strengthen relationships, build capacity, facilitate collaboration, and distribute leadership among multiple stakeholders (Ganz, 2013, Ishimaru, 2013). In addition, using an effective community-driven design process can increase parent and civic engagement, educational outcomes, and the educational aspirations of young people (Mediratta, Shan, and McAllister, 2008, Warren, 2005).

The process of designing and opening the new schools is both technical and adaptive (Heifetz et al, 2009). Like a technical challenge, part of the problem definition is clear - there are no secondary programs in Oakland for advanced language study. However, part of the problem definition is an adaptive challenge, one that requires learning. How can this new secondary model meet the needs of all students? How can a community organizing approach influence the district to create a pathway for new school authorization? What operational conditions are needed to open and sustain the new schools? This adaptive work will necessitate shifting and aligning the expectations and belief sets of the stakeholders involved (Heifetz, 1994). The design team structure, which was used in the initial wave of Oakland's New Small Autonomous Schools, holds team members in relationship with each other as they develop a shared vision for the new school. Four questions help to guide this work:

*Who are the primary stakeholders in this issue, and how might they need to change their ways? What expectations do they have of authority? How could the authority figure begin to reshape those expectations to provide himself with latitude to take action? And what could one do, leading without authority, to reshape those expectations to pave the way?" (Heifetz, 1994, pg. 208).*

## The Iterative Process of Adaptive Leadership

Change is an iterative process. The design teams will be structured to support the iterative process needed for a group to take on the adaptive problem of developing a new school model for bilingual education. Frameworks that support change and continuous improvement follow an iterative process that can often be organized into three stages. A comparison of the adaptive leadership process (Heifetz, et al 2009) to Design Thinking (Brown, 2008), Data Wise (Boudett et al, 2005), and the Organizing Cycle (PICO, 2015) shows the similarity between the frameworks.

	Stage 1	Stage 2	Stage 3
<i>What does the team do?</i>	<i>Gather information</i>	<i>Define the problem &amp;/or build capacity</i>	<i>Test a solution, revise and reflect</i>
<b>Adaptive Leadership Process</b>	Observe	Interpret	Intervene
<b>Data Wise Continuous Improvement Cycle</b>	Prepare	Inquire	Act
<b>Design Thinking</b>	Empathize	Define/Ideate	Prototype/Test
<b>Organizing Cycle</b>	Listen and Share concerns	Develop Leaders	Evaluate and reflect

All of these frameworks include three common phases, although they may emphasize different elements. In the first phase, teams gather information about the current context. In the second phase, teams use this information to define a problem. In the third phase, teams test and evaluate a solution. The organizing cycle differs in that there is also an emphasis on developing the capacity of leaders who will then take action based on the identified problem.



Embarking upon this change process with a team is critical, since the work of designing or improving a school cannot be done alone. Team members must form bonds with each other, not only with the team leader. The relationships that are formed in collaborative teams are essential to “forging the shared understandings, commitments, and collaborative action that constitute a movement.” (Ganz, 2013, p. 6). Participating in a design team can also develop leadership in families, students, teachers, and community members to support long-lasting educational change. This community power is needed to hold our educational institutions accountable. “Institutions change when people with the most at stake build the power to demand change” (Warren and Mapp, page 249).

The design team serves two primary purposes. One is to develop a new model for middle and high school that supports all students in becoming bilingual if not trilingual. The second is to advocate for the authorization of the model as a new school in the Oakland Unified School District. Both the development of the school model and the political advocacy for the new school can be thought of as part of a three step, iterative change process.

The first step is to gather information. During this stage in the school development process, design teams collect information through listening campaigns, student focus groups, and research visits to other schools. This helps teams refine their vision, and also identify questions for further inquiry and design. A different kind of research is needed in stage one to diagnose the authorizing environment for the new school. Research meetings with district leaders and elected officials allow the design team to better understand the

operational constraints and competing priorities in the authorizing environment for a new school. This importance of attending to the political authorizing environment in new school development work cannot be underestimated. As this capstone will show, neglecting to diagnose the political environment during the research phase of the design can jeopardize the team's ability to get the new school authorized.

In the second stage the team grapples with problems that make it difficult to expand dual language programs into secondary schools, such as decreasing student motivation to speak Spanish, student attrition, lack of facilities, and the difficulty of finding highly qualified teachers who can instruct in Spanish. They reframe these problems as questions and continue to engage in collaborative research. In the third stage the team posits solutions by creating a school proposal. As they research the school model, the team also conducts research meetings with local district leaders and elected officials in order to better understand the operational and organizational capacity needed to create new dual language secondary programs in OUSD.

Throughout this process, the team shares their progress with a larger group of stakeholders at community meetings and refines their work based on feedback. To engage in this adaptive work the team members should be optimistic, empathetic, experimental, and collaborative, and integrative thinkers, who can envision a school model that does not yet exist. (Brown, 2008).

## **Conclusion**

The goal of this strategic project is to create grassroots support and community demand for a new, dual language secondary school by mobilizing families and other stakeholders into a community-based design process. In design teams, teachers, parents, students, and community members engage in research to develop a shared vision for continuing dual language education into middle and high school, as well as a shared understanding of the operational conditions needed to open and sustain the new schools.

High quality dual language and multilingual programs have benefits for all students and add value to our society. There is an increasing amount of support for the expansion of dual language programs, however currently the majority of the programs serve only the elementary school grades. In order to extend these programs into secondary schools, the design team must not only develop the new school model, but also identify and advocate for the operational and organizational conditions needed to create and sustain the new schools. It is my hope that this approach will develop the institutional as well as community support for a new dual language middle school and multilingual high school that supports Oakland students to become leaders in our increasingly interconnected, interdependent global society.

#### **Theory of Action**

<b><i>TOA</i></b>	<b><i>Evidence</i></b>
<i>IF</i> we engage a cross-section of stakeholders on design teams for a dual language middle school and multi-lingual high school	Establish <b><i>design teams</i></b> for middle and high school with reps from feeder schools, teachers, families, socio-economic, ethnic, and linguistic diversity
<i>AND</i> collectively engage in research, site visits, listening campaigns, and community outreach	Number of design team members attending <b><i>meetings, conferences, site visits</i></b>

	Number of design team members engaging in <b><i>listening campaign</i></b> Attendance at <b><i>community meetings</i></b>
<i>THEN</i> we will develop a shared vision for a dual language middle school and multilingual high school,	Written evidence of collective development of <b><i>vision, guiding principles</i></b> , and curricular <b><i>model</i></b> for new schools
Build the institutional support needed to create the schools, and	Number of <b><i>letters of support</i></b> from diverse cross-section of families from feeder schools <b><i>Pathway for authorization</i></b> in the district
Identify and advocate for the operational conditions needed to sustain them.	<b><i>Leaders</i></b> identified for both new schools and in hiring process Process for selecting <b><i>founding teacher team</i></b> is in place <b><i>Funding</i></b> for additional planning year in 2016-17

## Strategic Project

**Strategic Project Goal:**

To facilitate a community-driven school design and engagement process resulting in the authorization from the Oakland Unified School District to create a new dual language middle school and new multilingual high school as part of a larger PreK-12 multilingual network of schools.

### *Description*

**Context and Background: The formation of the multilingual design team**

Although I began my residency at GO Public Schools Leadership Center (GO) in June, 2015, my work on this strategic project began much earlier. During a study break in March 2014, I was browsing Facebook and saw a post by a second grade parent leader from Manzanita SEED. He was at Fremont High School, at a community action organized by Oakland Community Organizations that was drawing attention to the need to focus on high school reform. I commented on the post that I was excited to see community organizing happen to support the high school, but that I was concerned that without considering the issues in the middle schools, we were not addressing the root of the problem. He replied that he and other second grade parents from Manzanita SEED had begun meeting to organize for a middle school for their students. They wanted their students to stay together, and to continue the dual language immersion program in middle school. It was then that I knew that I wanted to return to Oakland to support that work.

## **Turning Point #1: The First Community Meeting for the Multilingual Pathway**

In January and March of 2015, I returned to Oakland to support the families from Manzanita SEED who were interested in planning for a middle school. I also reconnected with the community organizer from Oakland Community Organizations (OCO), a former SEED parent, who was supporting their work. Given the deep relationships I had with the parents and community organizer, it was relatively easy to bring the team together and share our vision with other stakeholders such as district leaders, local philanthropy, and other school communities. We began engaging with families from other dual language schools to gauge community interest in a dual language middle school, and began to develop a vision for a multilingual high school. In addition, we applied for, and were awarded, a \$30,000 grant from a local foundation to support our design work.

In June, the families and I facilitated a community meeting with members to launch our planning year (see [Appendix A](#) for the full agenda). We held several planning meetings and engaged in intensive outreach, targeting families who attended dual language schools other than Manzanita SEED. Over sixty families, community members, and district leaders attended the meeting, with representation from four dual language elementary and K-8 programs. In addition, several educators who were engaged in the Fremont redesign attended, including several teachers who served English Language newcomers and the Community Schools Manager. Encouraged by the success of the meeting, our

team planned to take a break over the summer, and resume our work shortly before students returned to school in the fall.

### **Turning Point #2: The decision to merge with the Fremont High Design team**

Both before and after the community meeting in June, I engaged in one-to-one and group meetings to identify members for the design teams for the new middle and high schools. As I was engaging in this process, I was invited to interview for the position of "design team principal" for the Fremont High campus. As several of parents from the Multilingual Design team were also leaders with OCO and had been supporting the transformation process at the school, it seemed an ideal location to build out the middle and high school program for the multilingual pathway. Five of the six Spanish-English dual language programs in OUSD were located within two miles of the campus. In addition, the campus has an \$80 construction bond attached to it to build a new 21st century school.

I read the school redesign proposal for Fremont to see if it was compatible with the emerging vision for the multilingual pathway. The proposal began with a compelling theory of learning that used design thinking to develop growth mindset in students. The curricular vision was strong and compelling, as it emphasized project-based learning, personalized learning, and developing the whole child. As I read further, however, the proposal began to sound more and more like an improvement plan for the existing high school. The basic structure of a 9<sup>th</sup> grade house and 10<sup>th</sup>-12<sup>th</sup> grade small learning communities remained unchanged. There was no indication of significant changes in class sizes or

scheduling, which meant that teachers would continue to work with up to 150 students each year.

I was concerned that the traditional school structure in the Fremont proposal was not aligned to their instructional vision, however I saw this as an opportunity to use design-thinking to guide the team through rethinking this element of the design. Without fully considering the potential risks or added complexities of entering into a merger with an existing design team, I thought I could merge the plan for the multilingual high school with the proposal from the team at Fremont, negotiate autonomy with the district, and find a great leader to transition the school over to, this could be a pathway for authorization for both the dual language middle and multilingual high school. I began meeting with the design team leaders at Fremont High School to explore our shared interests. We then planned a series of engagements between our two teams, which led to the eventual decision to merge the Multilingual Design Team and the Fremont High design team (see [Appendix B](#) for the meeting agendas and notes).

This decision represented a significant leap of faith for both teams, as we had very different experiences with community-driven school reform. The Multilingual Design Team was comprised primarily of elementary school families who had decided to organize for a new middle and high school for their students. Most of the families on the team had already experienced success as community organizers and educational advocates, and even school designers. The Fremont High design team was made up primarily of teachers who had responded to a district-initiated call for transformation. In addition, while the district had approved



their proposal, this approval took place amidst considerable political turmoil, leading many teachers on the team to experience it as a disempowering process.

At the end of the summer, the teams met twice to explore the possibility of working together. After our first meeting together on June 22<sup>nd</sup>, we asked each team to meet separately to discuss what would need to be true in order for us to merge the two teams. Together with a community organizer from Oakland Community Organizations, I facilitated a meeting with the multilingual pathway team on July 1<sup>st</sup> where the team identified a list of non-negotiables for merging with the Fremont High Design Team (see [Appendix C](#) for the meeting agenda and [Appendix D](#) notes and the list of non-negotiables identified). The Fremont team met separately with their community organizer to have a parallel discussion, however they did not identify a parallel set of non-negotiables.

The second meeting with both teams was held on July 16<sup>th</sup>, with ten members of the multilingual pathway team and five members of the Fremont High team sitting in a circle under an oak tree in my backyard.<sup>1</sup> The goal of the meeting was to make a collective decision about whether or not to merge the multilingual pathway design team and the Fremont High design team. We began the meeting by having each team share the core elements of their vision for student learning, and used a Venn diagram to find the commonalities and differences between our visions. *“We found that the teams had a lot of shared vision around project-based learning, Spanish language, SEL, Service Learning,*

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<sup>1</sup> The ten multilingual pathway team members in attendance on July 16<sup>th</sup> were eight Manzanita SEED parents, a community organizer, and me. The five Fremont high design team members were the community schools manager, two teachers, one volunteer, and a community organizer.

*etc. The Fremont team included growth mindset and design thinking in their vision, Multilingual Pathway did not. The Multilingual team had included multiple languages in their vision, Fremont did not” (Meeting notes, 7/16/15).*

Finding a great deal of shared vision and values, we then discussed the guiding question for the meeting: “What conditions are necessary for us to merge our design teams?” Each team shared the conditions they considered necessary for the merger, with time for clarifying and probing questions from the other team. At the end of the meeting, we used a consensus based decision-making process to determine whether or not to merge the two teams. Everyone present supported the merger by indicating their support with a 3,4, or 5 on a scale of 1-5. There was no opposition. In fact, one member of the Fremont High Design Team stated, *“I was a no before this meeting, now I am a three. I feel different now. I am all in. I wanted to walk away from a previous meeting feeling like everyone is all in. There is a sense of urgency. We need to collaborate on this vision”* (Meeting notes, 7/16/15).

### **Turning Point #3: The decision to separate out the newly merged design teams**

When the teachers from the Fremont design team returned to campus, tensions emerged with the new administration. A week before school started, I was contacted by members of the design team who were feeling frustrated that the new principal and assistant principal were not familiar with the redesign proposal and were putting new policies in place without consulting teachers.

More than anything, they felt disrespected and not recognized as teacher leaders. I assured them I would share their concerns with the principal, and make sure the Instructional Leadership Team (ILT) was formalized and put in place to guide future professional development. The ILT was put in place, however the tensions remained and continued to grow. Although I established a strong working relationship with the new principal and one of the assistant principals, the teachers from the design team continued to express frustrations.

The second Friday in September we were scheduled to have our first meeting of the newly merged design team. Teachers from the original Fremont design team requested a meeting with me a few hours before the meeting. It was three weeks into the school year, and they continued to express distrust and frustration with the new administration. Their concerns were primarily around lack of student and teacher voice, specifically in the creation of new school policies. I left the meeting with the teachers 15 minutes before the design team meeting was scheduled to start, wondering if the teachers would be able to let go of their frustrations and participate in the design team meeting.

The meeting was held in the Fremont library. Over 30 community members from Fremont and the multilingual pathway attended, as both teams invited additional members who had been unable to attend the summer meeting when the decision to merge was made. I co-planned and facilitated the meeting with community organizers from Oakland Community Organizations who had worked with both teams. We allocated time for team building and dedicated almost half of the meeting to planning a 1:1 listening campaign, however we did

not return to the conversation about shared values. (See [Appendix E](#) for the meeting agenda.) In retrospect, not taking the time to reaffirm our shared values and develop a collective vision with the larger team was a significant mistake.

After two meetings together, it was clear that although we had merged the two teams, we were still functioning as separate groups. Members from the multilingual pathway design team design team approached me to express concerns that they were being asked to improve the existing Fremont, rather than envision a new school. As one parent leader shared in an email following the second meeting,

*“The energy has not been good with the “merger” ...I was just really taken aback at our last meeting. The energy is completely different than in the summer. It’s like the Fremont team has gone back to “we got jacked and we can’t let it go.”...I didn’t sign on to help solve their problems...the multi-lingual pathways is about dreaming and creating something new. In order for that to happen, I can’t be thinking about how we can serve the 500 current students at Fremont right now because we need to be thinking about how we can serve the 1200 students that should be there in 2017 or 2020. Do we want to let go and move forward or fight and be right? Again, I don’t want to speak on Fremont’s path but I just can’t go to another meeting without breaking off the next person that starts to mention how great Fremont is right now. It’s that serious. Dream space needs to be protected, nurtured, and shepherded. Opening up a brand new school is hard enough. Then to add in all of this negative energy. I don’t think we’ll make it unless we make some type of change or break.”*  
(personal communication, 10/1/15)

This was not an isolated viewpoint. The families from the multilingual design team met on October 3<sup>rd</sup> to debrief the merger (see [Appendix F](#) for the agenda), and decided that it would be best to separate out the two teams for the time being. The families from the Multilingual pathway team were in the visioning

stage, dreaming about a new school, whereas the teacher from the Fremont team were in survival mode, trying to navigate the opening of school in an unsure environment under new administration. Given this context, our two meetings together did little to develop trusting relationships between the two teams.

I met with the Fremont High design team on October 5th (with the support of an outside facilitator to help create a safe space) and we also debriefed the merger, as well as the how the redesign process was going in general. There was a great deal of tension and emotion in the room; at different points two members of the Fremont design team began crying. Recognizing that trust was an issue, I introduced Amy Edmonson's framework for learning organizations during the meeting.

Edmonson defines psychological safety as "a climate in which people feel free to express relevant thoughts and feelings" (Edmonson, 2012, p. 118). She explains that high psychological safety is necessary for team learning.

### **Psychological Safety and Accountability**

<b>Psychological Safety</b>		<i>High</i>	Comfort Zone	Learning Zone
		<i>Low</i>	Apathy Zone	Anxiety Zone
			<i>Low</i>	<i>High</i>
			<b>Accountability</b>	

*Figure 1. Psychological Safety and Accountability. This chart shows how psychological safety and accountability create the conditions for learning (Edmonson, pg. 130, 2012).*

I asked the team members which quadrant they thought they were operating in. Not surprisingly, everyone indicated that they felt anxiety, which is a result of a high sense of urgency and a low sense of psychological safety. While recognizing that a lot of their current stress and anxiety was coming from a lack of trust in the current administration, the team members also indicated they had felt psychological safety with each other before the merger, and made it clear that they did not want to continue planning together with the multilingual feeder pattern.

#### **Turning Point #4 – A Revised Timeline for Fremont**

After the decision to separate the two design teams, I was unsure what to do in my role as design team leader at Fremont. I remained dedicated to the multilingual pathway team, however I had now made a commitment to both Fremont and OUSD to lead the high school redesign process. At the same time, the work at Fremont was looking less and less like new school design work, and more and more like school improvement work. Whether or not Fremont worked with the multilingual pathway team in the future, I believed that deeply engaging families from outside the current Fremont community in the redesign was necessary for successful transformation process. I developed a revised timeline for the Fremont redesign focused on improvements in 2016-17, and then re-

establishing the design team to plan for the launch for a truly “new” Fremont in 2017.

I met with the district leaders who were in charge of the redesign at Fremont (the Chief of Continuous School Improvement, the High School Network Officer, and the Executive Director of College and Career Readiness) to share my experience with the design team and argue for the revised timeline. I used the learning organization framework (Edmonson, 2012) to explain why I thought teachers at Fremont were not open to change or to collaborating with others in the design process.

Although I was operating in the role of design team leader at Fremont, at this point I was more concerned with understanding things from the perspective the multilingual design team. Without appreciating the full history of change on the campus, I argued that intense urgency around creating a “new” Fremont in 2016 coupled with the lack of trust the teachers had around the change process was preventing them from having a learning orientation. My analysis was well received, and we strategized together about how to communicate this revised timeline in such a way that it was clear that Fremont was still on a trajectory for transformation.

The following week the Chief of Community Schools, High School Network Officers and I reconvened to discuss the next steps. I invited the site principal at Fremont to attend, as her support of the revised timeline was critical. She and I had created a revised timeline that focused on “laying the foundation” by focusing school improvement in 2015-2017, and planning for the launch of the new school

in 2017. I began the meeting by asking everyone to share their understanding of the long-term plan for the Fremont campus. Everyone present indicated that they expected it to house a dual language middle school and multilingual high school. Although I was pleased by this indication of support for the goals of the multilingual pathway, it was not clear to me that this group of leaders had the authority to integrate this work into the Fremont redesign. Even if they had the authority, I was not sure I wanted them to exercise it on behalf of the multilingual design team, as a top-down directive from leadership was not in keeping with value of community-based redesign shared by the members of the team.

By the time of the OUSD school design session later that month, the Chief of Continuous School Improvement had indicated support for the revised timeline, while cautioning me to continue to emphasize the improvements planned for 2016-17. With the input of several members of the community schools manager, Fremont principal, and the Fremont Linked Learning coach, I drafted a one-pager to communicate the revised timeline to the Fremont staff and Faculty. I then worked with the OUSD communications department to adapt this communication for an external audience. The email update was sent to a wide group of community stakeholders, including a local educational leader who forwarded the email to me with the message “*Sounds like you’ve successfully pushed back the timeline*” (personal communication, 2015).

At the end of October, the multilingual pathway team started to meet on its own again, with a revised calendar and goals (see [Appendix G](#)), and I adjusted my work at Fremont to focus on improvement over the next two years. It was



clear that the teachers could not focus on the redesign given the ongoing tensions with the new administration. I reconvened the Fremont design team in November, and asked them to identify the areas of improvement most critical to them. I then used this input to identify next steps for the improvement phase of the redesign, organized around the areas of leadership, governance, communication, and professional development. (see Appendix H for the full communication). I created an update with these next steps that reinforced the two-year timeline and shared it with design team members, Fremont staff, administration, and district leadership.

I attended the OUSD School Design Sessions twice a month to continue to represent the Fremont team at the district level. The community schools manager (who was also one of the original co-leaders of the design team from Fremont) attended the sessions with me, however the other members of the team declined invitations to participate in the school design sessions. In addition, many of the school design sessions focused on the implementation of Measure N<sup>2</sup> and Linked Learning across the district. Given this, and my own decision to shift to internal improvement work at Fremont, I invited the Measure N pathway coach from Fremont to attend school design sessions as well.

At a school design session in late October, the community schools manager, the pathway coach, and I drafted an update for the Fremont Staff, and

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<sup>2</sup> Measure N is a 2014 Oakland ballot measure that approved a parcel tax of \$120 per parcel to support college preparation, work-based learning, drop-out reduction, and successful transitions from middle to high school and from high school to college. It will provide up to \$800 of additional funding per pupil for these purposes. OUSD created an office of Linked Learning to support the implementation of Measure N.

later a bulletin to the greater community explaining this revised timeline and approach.

*We have made revisions to the redesign timeline to align the plan to our facilities work. Because the enrollment on the campus cannot increase until after the facilities work is completed, we will not be increasing the size of the 9th grade class or adding a 4th pathway next year. Instead, phase 1 of the redesign will focus on strengthening the existing pathways, implementing advisory school wide, increasing family engagement, and supporting and evaluating instructional pilots related to project based and blended learning.*

*To lay the foundation for this important work, we will be developing strong internal governance structures that support transparent and democratic decision-making. A coach from National Equity Project is being contracted to support our leaders (both admin. and teacher leaders) in this work. Our first goal is to establish a site-based decision-making team (by December 2015) that will guide the redesign through a design thinking and growth mindset approach. This team will guide the long-term vision for the school, and determine whether or not the redesigned Fremont will be part of a K-12 network of schools that promotes bilingualism and multilingualism for all students.*

(Excerpt from Design Team Updates emailed on 10/22/15)

In January, I met with the superintendent to follow up on this timeline for both innovation and improvement at Fremont, and to discuss the rationale and goals for providing the new principal with an additional planning year. The position of the planning principals has been authorized, and a community based hiring process has begun. Identifying a long-term leader will help Fremont move forward with their redesign, however it remains to be seen whether or not that high school will be part of the multilingual feeder pattern.

Moving to a two-year redesign timeline may allow the school community to reconsider a partnership with the multilingual pathway, however the primary goal is for the team to move away from a compliance orientation and into a visionary mindset. This timeline will allow the design team to be reformed with leadership from families in the feeder pattern and a more diverse group of stakeholders in

general who are willing and able to engage in shared learning experiences together. In addition, the revised timeline provides time to identify a transformational principal this spring that will then re-establish the design team and lead the design process during the 2016-17 school year. A design team that is reformed under the leadership of a transformational principal and engages in a full year of planning will be better positioned to reimagine the high school, and design a truly innovative model.

### **Turning Point #5: The Trip to New Mexico**

Separating out the two design teams allowed me to focus more time and energy on the development of the multilingual pathway. One of the first steps I took was to register our team for the La Cosecha Dual Language Conference in New Mexico. As the dual language conference was being held at the same time as conference for family and student leaders hosted by the Center for the Education and Study of Diverse Populations (CESDP), it provided a unique opportunity to bring both educators from existing dual language schools and families from the multilingual pathway design team. In addition, we planned a joint visit to the Native American Community Academy (NACA), a model community school where language and cultural identity are core to student and community wellness.

I saw the conference as an opportunity to develop shared relationships and understanding among the schools that would eventually form part of the PreK-12 multilingual pathway. To this end, I invited teachers from all of the dual

language elementary schools and members of the Fremont High design team as well as families from the multilingual design team. The Fremont High team did not respond, however, two teachers from the newcomer program and two Spanish teachers asked if they could attend. After that, the Fremont community school manager, who had been a co-lead for the design team before I came on board, decided to come and support the group. Our final team represented a cross section of schools and roles, including parent leaders, students, and teachers from all of the existing dual language schools as well as Fremont High, and school district leadership.

Prior to going to the conference, all of the teachers prepared by writing inquiry questions and selecting workshops aligned to the questions, and parents prepared a presentation on how they use one-to-ones to build family knowledge and support for bilingualism and bi-literacy. I facilitated a pre-planning meeting a week before the conference to reinforce our team's collective goal of strengthening relationships and share learning among teachers and families who support bilingualism and bi-literacy for Oakland students. About half of the group was able to attend. During this pre-planning meeting, the community school manager stated that she wanted to attend the conference so that Fremont High could support students come to from dual language programs to maintain their bilingualism and possibly add a third language. This was the first time that she publicly articulated her alignment with the multilingual pathway vision, and as a former classroom teacher and Fremont high graduate she held a lot of informal authority with the Fremont team. This gave me a ray of hope that it might be

possible to bring Fremont High back into the multilingual pathway planning process.

Despite this, it was difficult to build relationships across our large team of almost twenty people while in New Mexico. We all attended a dinner together and stayed in the same hotel, however our group divided into three subsets: the parents from the multilingual pathway, the teachers from the dual language elementary schools and the central office staff, and the educators from Fremont High. Although I was able to form connections with everyone, the primary relationship building happened within these three groups. Reviewing the feedback forms after the trip, I realized that although we did not meet my goal of team building across the group of twenty, we did make progress in developing relationships between teachers and central office staff, as well as between parents and educators. As a teacher from one of the dual language elementary schools stated *“Thank you for organizing this trip and involving teachers from different schools. This was a great experience and it has really established communication and collaboration amongst DL schools in Oakland. I am looking forward to continue working with the Oakland DL team.”* (Personal communication, 2015)

### **Turning Point #6: Leadership in crisis**

In late January I established a professional learning community (PLC) to support the growth and development of teacher leaders at Fremont. Eight educators attended, including 5 members of the original proposal writing team,

two members of the site-based committee who reviewed the proposal, and a new counselor. I co-facilitated the meeting with a coach from the National Equity Project, and the meeting was held at their downtown office. Earlier that day, the teachers had attended a staff meeting where the administration provided information about a series of discipline and safety incidences that had occurred over the last two weeks.

In mid January, an assistant principal and security guard forcibly restrained a student in the Fremont office. This event was videotaped, and witnessed by dozens of students. Questions began to surface as to whether or not the use of force was necessary. I learned of the incident on January 12<sup>th</sup>, while at a return to campus visit at Harvard, I received an email from a teacher stating that staff members had assaulted a student, and raising concerns that the staff members were still on campus. I contacted the teacher, and she told me that the principal was already aware of the incident. Concerned that the school needed additional leadership support, I alerted the deputy superintendent. He responded that the incident was being appropriately investigated, that an email communication would be sent to staff. The principal was out the following week, and the campus climate continued to deteriorate.

On January 27<sup>th</sup>, I was in a meeting with an OCO organizer when we received text messages alerting us that the Fremont students had staged a walk out. We immediately rushed to campus and found that what had begun as a peaceful protest calling for the removal of the assistant principal and security guard who restrained the students, had spilled into the streets. There were

reports of students jumping on top of a police car, and a teacher had been injured trying to protect students from traffic. The school was in crisis, and divisions among staff, administration, and faculty was exacerbating safety and culture concerns. I spent the next two days campus, and on January 29<sup>th</sup> helped to pull together a team of staff, administrators, and central office support to come together to support student and staff safety and a positive school culture. We talked about this openly and acknowledged the divisions among the staff and administration, and made a collective commitment to come together to support the students and teachers, and created action plans to address safety and culture concerns.

In response to the crisis, the school district initiated several changes at Fremont. The assistant principal involved in the incident where the student was restrained was transferred, and the high school superintendent took over direct supervision of the school, replacing the deputy superintendent. Although the principal remained on campus, I was also asked to take on an expanded leadership role, and increased presence on campus.

### **Timeline of Key Events and Actions**

<b>Month</b>	<b>Key events and actions</b>
May/June	<ul style="list-style-type: none"> <li>• 6/3 Multilingual Pathway community meeting at International Community School</li> <li>• 6/13 Multilingual Pathway Community Kick-off</li> <li>• 6/22 First meeting between Fremont and Multilingual Design Team</li> </ul>
July/August	<ul style="list-style-type: none"> <li>• 7/1 Multilingual Pathway Team Meeting</li> <li>• 7/16 Meeting of the Multilingual Pathway and Fremont Design Teams where the decision was made to merge the</li> </ul>

	two teams
Sept	<ul style="list-style-type: none"> <li>• 9/11 First meeting of newly merged design team</li> <li>• 9/18 Second meeting of newly merged team</li> <li>• 9/21 Letter of interest submitted for the OUSD Fall Call for Quality Schools on behalf of the Dual Language Middle School</li> <li>• 9/25 Meeting with district leaders to share concerns about Fremont High design team, introduce framework of learning organization, and make recommendations for moving forward</li> </ul>
October	<ul style="list-style-type: none"> <li>• 10/3 Meeting with Multilingual design team to debrief merger</li> <li>• 10/5 Meeting with FHS design team to debrief merger</li> <li>• 10/22 Draft communication to clarify two year timeline for Fremont redesign</li> <li>• 10/27 Establishment of Dual Language Middle School (DLMS) design team</li> <li>• 10/28 Pre-planning meeting for New Mexico trip</li> </ul>
November	<ul style="list-style-type: none"> <li>• 11/4-7 New Mexico trip</li> <li>• 11/10 Meeting to debrief New Mexico trip</li> <li>• 11/12 DLMS Design Team Meeting</li> <li>• 11/12 OCO organizes research meeting with Dr. Tameka at Fremont</li> <li>• 11/13 OCO and AIA organize Student fishbowl at Fremont</li> <li>• 11/19 Meeting with Fremont Design Team</li> </ul>
December	<ul style="list-style-type: none"> <li>• 12/3 DLMS Design Team Meeting</li> <li>• 12/16 DLMS Community Meeting at SEED</li> <li>• 12/18 Meeting with Fremont Design Team</li> </ul>
January	<ul style="list-style-type: none"> <li>• 1/11 DLMS Community Meeting at CUES</li> <li>• 1/13 DLMS Research Meeting with OUSD leadership</li> <li>• 1/21 DLMS Visioning Workshop</li> <li>• 1/25 DLMS Community Meeting at ICS</li> <li>• 1/25 First Fremont Leadership PLC</li> <li>• 1/27 Student Walkout at Fremont</li> </ul>
February	<ul style="list-style-type: none"> <li>• 2/4 DLMS meeting #1 with Superintendent</li> <li>• 2/8 OCO Action at Fremont</li> <li>• 2/11 DLMS Design Team Meeting</li> </ul>
March	<ul style="list-style-type: none"> <li>• 3/17 DLMS meeting #2 with Superintendent</li> </ul>

*Figure 2. Timeline of Key Events and Actions. This shows the critical events and actions that took place as this strategic project unfolded.*



## **Results**

The Theory of Action for this strategic project is grounded in the idea that design teams that engage in shared learning experiences will then be both willing and able to advocate for the successful creation of new schools.

### ***Theory of Action***

IF we engage a cross-section of stakeholders on design teams for a dual language middle school and multi-lingual high school AND collectively engage in research, site visits, listening campaigns, and community outreach...

*THEN* we will develop a shared vision for a dual language middle school and multilingual high school, build the institutional support needed to create the schools, and identify and advocate for the operational conditions needed to sustain them.

In the following section, I organize the results of my strategic project according to this theory of action and contrast the development of the Dual Language Middle School and Fremont High Design Teams. First, I look at the participation of design team members in shared learning experiences such as meetings, conferences, site visits, listening campaigns, and community outreach. Then, I review the resulting progress towards the authorization of the two schools as “new” through the lenses of public value, instructional support, and operational capacity that were introduced in the RKA. This contrast between the development of the two design teams and the underlying reasons for the differences will be further examined in the analysis section.

### **Composition of Design Teams**

When formulating the theory of action, I wanted to stress the importance of having a cross-section of stakeholders on the design teams. I was looking not

only for alignment of vision, but also for a group that was ethnically, socio-economically, and linguistically diverse. I also wanted a diversity of stakeholders, most importantly parent leaders from the elementary and middle schools that could form a programmatic feeder pattern with the new schools.

The composition of the dual language middle school design team evolved over time, however by November we had achieved our team goals with respect to stakeholder representation and demographic diversity (See [Appendix I](#) for a chart with team composition). Our team had parents whose educational levels ranged from elementary school to doctoral graduates, and all of our meetings were held in Spanish and English. One factor that affected the representation of stakeholder groups on the team was the shift to a focus on middle rather than both middle and high school. As a result our final team did include parent leaders from three elementary feeder schools (SEED, CUES, ICS), but did not include parent leaders from K-8 schools (MLA, Yu Ming).

This could not have been achieved without the support of Oakland Community Organizations (OCO). Katy, our community organizer from OCO (also a former SEED parent), was indispensable to achieving the goal of having a diverse, and representative design team. She worked with the original group of families from SEED who wanted a middle school long before I returned to Oakland. This original group was ethnically diverse, but primarily highly educated and middle class. For this reason, much of Katy's work focused on engaging low-income families from SEED, and developing parent leaders at CUES and ICS,

schools that had higher concentration of low socio-economic and non-English speaking families.

The Fremont High design team was comprised primarily of teachers and staff from the high school who were on the initial proposal writing team<sup>3</sup>. I inherited the team members when we decided to merge the two teams, and remained in the role of design team leader after the two teams separated. Four of the design team members were graduates of the high school, and seven had been at Fremont during the era of the small high schools. The Fremont team was demographically diverse, however it did not include representation from all stakeholder groups (See Appendix I).

In particular, the Fremont team did not have leadership from families in the neighborhood feeder pattern, which was a group I considered essential to the success of the transformation process. An OCO organizer who had been at Fremont for four years was working with the team and developing parent leaders at feeder schools, however she also had difficulty getting the teachers and staff on the team to authentically engage parents. This paralleled the experience I had when merging the Fremont team with the Multilingual Pathway, and was the primary reason we separated the two teams. The underlying reasons for this tension will be explored in the analysis section.

## **Meetings, Conferences, and Site Visits**

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<sup>3</sup> The initial proposal writing team is the team that responded to the OUSD's Call for Quality Schools after Fremont was identified as an Intensive Support School requiring school wide transformation. (See <http://qualitycommunityschools.weebly.com/school-design.html> for more information and for a link to the Fremont High proposal.)

Perhaps the most essential part of my Theory of Action is the participation of design team members in at meetings, conferences, site visits, and other shared learning experiences. These shared learning experiences build relationships that support learning and change. Following is a summary of the attendance for the Dual Language Middle School (DLMS) and Fremont High School (FHS) design team members at meetings, conferences, and site visits through December. At that point, membership of the design team stabilized and the team members listed below maintained their participation levels.

#### **DLMS Design Team Critical Event Attendance**

<b>Name</b>	<b>6/3 CM</b>	<b>6/13 CM</b>	<b>6/22 DM</b>	<b>7/1 DM</b>	<b>7/16 DM</b>	<b>9/11 DM</b>	<b>9/18 DM</b>	<b>10/3 DM</b>	<b>10/27 DM</b>	<b>11/4- 7 NM</b>	<b>11/12 DM</b>	<b>12/3 DM</b>	<b>Total</b>
Katherine	X	x	X	X	x	x	x	x	x	x	x	x	12
Katy	X	X	X	x	x	x	x	x	x	x	x	x	12
Laura		X		x		X	x		X		x	x	6
Andrew		X		X	X			x	x				5
Che'		X		X					x		x	X	3
Rachel									x	x	x	X	4
Lamont				X	X		x				x		3
Dale		X				x	x		x	x	x	X	7
Priscilla							x		x		x	X	4
Luz		X		X					x		x	x	3
Judith	X				X				x	x	x	X	6
Luisa	x				X		x	x	x	x	x		7

CM = Community Meeting

DM = Design Team Meeting

NM = New Mexico Trip (conferences and site visit)

As noted above, the composition of the team evolved over time and did not solidify until we reformed as the Dual Language Middle School (DLMS) team on October 27<sup>th</sup>. After this, attendance at design team meetings ranged from 83-91%. In addition all of the DLMS team members listed above exhibited leadership by facilitating and planning portions of agendas, including the three parent leaders who presented a workshop at the conference in New Mexico. The

Dual Language Middle School also has a diverse community of stakeholders who participate in events and supportive of the new school, most notably additional parent leaders from SEED, CUES, and ICS, and the director of OUSD's office for English Leaders and Multilingual Achievement.

**Fremont High Design Team Critical Event Attendance (June-December 2015)**

Name	6/13 CM	6/22 DM	7/16 DM	9/11 DM	9/18 DM	10/5 DM	NM	11/19 DM	BPL	12/17 DM	Total
Katherine	X	X	X	X	X	X	X	X	X	X	10
Nidya	X	X	x	x	X	x	x	x	x	X	10
Johanna		X	x	x	x	X		X		X	7
Ji				x	x	X					3
Jasmene			x	x	x			X		X	5
Agnes				x	x	X		X		X	5
Christie				x	x	X		X		X	5
Patricia	x			x	x	X		X		X	6
Roxanne				x	x			X		X	5
Bill		x	x			X		X			3
Emma		x	x					X			3
Michelle	x			x	x	X	x	X			6

CM = Community Meeting

DM = Design Team Meeting

NM = New Mexico Trip (conferences and site visit)

BPL – Big Picture Learning conference and site visit

The critical events for the Fremont design team for this time period were identified through the lens of this strategic project: the creation of a multilingual high school. Thus, the list begins with a multilingual pathway community meeting in June, as four members of the Fremont team attended that meeting. I then list the meeting between both teams (two before and two after the merger), and the meeting held to debrief the merger on October 5th. The following two design team meetings (11/19 and 12/18) were meetings I facilitated to introduce the revised timeline and to support the leadership of the team members in short-term improvement work. Nearly all of the members of the original Fremont design

team attended, and their questions and input focused on the urgent issues at the school, rather than the broader redesign.

The trip to New Mexico in November and the Big Picture Learning conference in December were valuable shared learning experiences for both teams. Although the New Mexico trip was planned for the dual immersion middle school team, five faculty members from Fremont also attended, including two members of the design team. Written feedback forms from participants on the New Mexico trip indicated that “*parents and students had a powerful experience of their own leadership at the conference*” that it “*was a great experience and it has really established communication and collaboration amongst dual language schools in Oakland.*” A DLMS design team member and central office dual language specialist who went on the trip stated, “*Relationships are the catalyst for the work in Oakland. This trip provided the much needed time to engage in both relational trust activities and unstructured relationship building activities*” (personal communication, 2015).

In addition, the New Mexico conference provided the opportunity for a member of the Fremont High Site based Committee who later became a design team member, to raise some of her questions and concerns regarding aligning with the dual language feeder pattern as well as other possible points of collaboration. In her feedback form, she indicated that she wanted to “*follow up with the team from MLA to look at ways to collaborate with our Newcomer Programs*” and with “*Katherine to have a conversation/strategies to ensure pathway isn’t gentrified*” (personal communication, 2015).

Unfortunately, the community schools manager and I were the only Fremont High design team members to attend the Big Picture Learning conference. This was especially disappointing, as one of the main improvements being planned for in 2016-17 was the school wide implementation of an Advisory structure, a signature element of the Big Picture model. Without the participation of teachers in the conference it was difficult to bring our learning about Advisory back to the school. However, two student leaders and new school counselor who want to be involved in the redesign were able to attend. This provided them with a valuable learning experience that is helping to prepare them to be members of the design team when it is reconfigured. Feedback from the conference indicated it that helped expose participants to the power of a coherent and visionary school model. One participant left with the question, *“What model/program will Fremont commit to after all of our “shopping?”* and another stated, *“the conference reinforced to me how much trust our students deserve and how little trust our current model provides”* (personal communications, 2015).

### **One to One Listening Campaign**

A one-to-one is an intentional conversation that is used as an organizing tool and relationship builder. When the newly merged design teams met for the first time in September, nearly half of the meeting was dedicated to a one-one training led by our OCO. Design team members practiced a short one-to-one during the meeting, and were asked to set a date for a future one-to-one both with a member of the design team they did not yet know well. The purpose of the one-to-ones within the team was to build relationships and to uncover shared

interests and values among design team members. Our team also used one-to-ones as a part of a community listening campaign with other stakeholders (such as parents, teachers, and students) who were not on the design team. This one-to-one campaign was used both to build relationships and also to provide a safe space for communication and feedback regarding the school design process.

When I became the design team leader for Fremont, I scheduled a one-to-one with each member of the team. I also began a one-to-one listening campaign with other members of the staff and faculty. Although I used similar questions as prompts, each conversation went in a different direction. Most of the conversations centered on the turbulent history and current reality at Fremont. One design team member provided me with critical feedback about my leadership. Our one-to-one took place shortly after my introduction to the Fremont faculty, and she let me know I had used the pronoun “we” when talking about Manzanita SEED, which might then reinforce concerns that I was not entirely committed to Fremont.

### **Community Meetings**

Throughout the design process, the multilingual pathway and dual language middle school team hosted community meetings to provide a communication and feedback loop with a larger group of community stakeholders. The community meetings targeted families in the potential feeder pattern for the dual language middle school and multilingual high school. The first community meeting for the multilingual pathway was held in March 2015 at



Manzanita SEED. Over 60 families and district leaders attended, including two school board members and the head of the department for English Learners and Multilingual Achievement. At the end of the meeting all of the families present indicated interest in sending their students to a dual language middle school and multilingual high school. The second community meeting was held in June, at the Dimond Park Recreation center. This meeting targeted families and leaders from other dual language elementary schools (Community United Elementary School and International Community School as well as two K-8 immersion programs (Melrose Leadership Academy and Yu Ming).

After the kick off meeting, there were no community meetings for six months. This was largely due to the merger with the Fremont High design team. The next round of community meetings were held in December and January after the team had reformed as the Dual Language Middle School. After the shift to middle school, our outreach was refocused on the dual immersion elementary schools, and community meetings were scheduled at SEED, International Community School (ICS), and Community United (CUES).

Design Community Meeting Attendance:

3/19/15	Multilingual Pathway Community Meeting at SEED	~60
people		
6/3/15	Community Meeting at ICS	~20
people		
6/15/15	Multilingual Pathway Kick-off	~60
people		
12/16/15	DLMS Community Meeting at SEED	~30
people		
1/11/16	DLMS Community Meeting at CUES	~30
people		
1/25/16	DLMS Community Meeting at ICS	~30
people		

Due to the adjusted timeline for the high school, no community meetings have been held at Fremont High. Instead, we initiated a bi-monthly newsletter to keep the community informed about progress related to the redesign (such as facilities and academic improvements). A community meeting is planned for February, however it will focus solely on the facilities improvement work.

### **Progress towards New Schools**

I evaluated progress towards the authorization of the two new schools through the lens of the strategic triangle (Moore, 1995). For evidence of the public value of the new schools, I looked for the development of a shared vision, guiding principles, and curricular model among design team members as well as numbers of families that sign letters of interest in the new school. To measure the amount of institutional support for the new schools, I gauged our ability to move forward on an identified pathway for authorization. The question of operational capacity became more and more important as we worked to identify the conditions needed to create and sustain the schools. Identifying these conditions became critical work for both design teams, as well as in my own consideration of if and how the multilingual high school could be created as part of the Fremont High transformation. This process will be explored further in the Analysis section as well as in the Implications for Site and Sector.

### **Dual Language Middle School – a Pathway for Authorization**

The Dual Language Middle School is on a pathway for authorization under the OUSD Fall Call for Quality Schools. We submitted a letter of interest in the fall to open a dual language middle school program in 2017, and received both approval and funding from the district to explore this idea further this school year. After the DLMS team reformed at the end of October, we began to develop our vision and theory of action. This work has continued in 2016, and will culminate in a written proposal that is submitted to OUSD in April. The proposal will be reviewed internally and go to board for approval by June (See [Appendix J](#) for a summary of the Fall Call Timeline and planning benchmarks).

Support for expanding dual language immersion programs continues to grow throughout the Oakland Unified School District. In November, OUSD released an Academic Guidance Document Supplement that included the PreK-12 pathway as part of the district's strategic plan for English Language Learners.

*“OUSD is developing two pathways for our ELLs...*

- ***A PK-12 Bilingual / Dual Language pathway supporting students to develop academic and linguistic proficiency in two or more languages and earn the California Seal of Biliteracy upon high school graduation***
- ***Integrated English Pathway: A Language-rich core curriculum plus content-integrated English Language Development courses”***  
*(Dillon, 2015)*

Despite this, it has taken significant organizing to put the Dual Language Middle School on a pathway to open by 2017. Although the school is being developed under the OUSD Fall Call for Quality Schools (which asked for both middle school and dual language proposals), this was not designed as an authorization pathway for a new school. In fact,

the Fall Call explicitly states that it is not a new school process. Without being designated as a new school, it is not clear that the design team will have the ability to select the founding leader and teacher team, factors that are critical to the success of the model. Given this, the design team engaged in significant organizing and research actions to demonstrate community demand for the new school. In December, the design team began collecting letters of interest at community meetings, and in January the team began to engage with district leadership to advocate for the creation of the new middle school.

When the DLMS team initially met with the Superintendent, Chief Academic Officer, and Chief of Continuous School Improvement in February, it was clear that while there was support for extending dual language into secondary schools, there were considerable barriers to authorizing the programs as new schools. The superintendent very quickly steered the conversation to facilities, stating “it is only doable on your timeline if we have a building.” Several times he reiterated that only facility that would be available on our timeline was the Fremont campus, and that “in order to make this work, it is with the understanding that Fremont is the school.” The superintendent’s proposal presented a challenge for our team, for we already experienced the difficulty of introducing a new vision on a community that is already in the midst of redesign.

In a follow up meeting with the Superintendent in March, he indicated that the DLMS middle school proposal *will* be read as a new

school proposal under the Fall Call. He further clarified the district's ability to approve the plan, and the board's responsibility to identify a facility.

Our team will submit our proposal for a new, dual language middle school on April 22<sup>nd</sup>, and receive a response from the central office by May 5<sup>th</sup>.

We anticipate having the proposal approved, and are planning for an action/celebration with the superintendent on May 9<sup>th</sup>.

### **Summary of Progress to Date**

#### ***Public Value: Shared Vision and Interest in School Model***

<b><i>Indicators of success</i></b>	<b><i>Progress to Date</i></b>
Written evidence of collective development of <b><i>vision, guiding principles</i></b> , and curricular <b><i>model</i></b> for new schools	<b>DLMS</b> Vision: <b>Academic Proficiency</b> <b>Bilingualism/bii-literacy</b> <b>Cross-cultural Humility and Literacy</b> <b>Social Emotional Skills</b> Guiding principles in development. Curricular model will be determined in 2016-17 design year.
	<b>FHS</b> Vision: To provide our diverse community with rigorous education that instills creativity, critical thinking and technological skills so that our students enjoy a rich intellectual life and are ready for the colleges and careers of their choice. Students will develop academic, social-emotional, and leadership skills through flexible career pathways utilizing design thinking, project-based and blended learning, and peer teaching. Guiding principles and curricular model will be determined in 2016-17 design year.
Number of <b><i>letters of interest</i></b> from diverse cross-section of families from feeder schools	<b>DLMS</b> This data will be collected at community meetings at SEED, ICS, and CUES in December and January
	<b>FHS</b>

	This data will be collected in 2016-17 when the design team is reformed.
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***Institutional Support: Pathway for Authorization***

<b><i>Indicators of success</i></b>	<b><i>Progress to Date</i></b>
<b><i>Pathway for authorization</i></b> in the district	<b>DLMS</b> 4/22 Proposal for new dual language middle school submitted under the Fall Call 5/5 Response from central office June - If proposal is approved by central office, school board identifies facilities.
	<b>FHS</b> 2016-17 will be an additional design year with a new planning principal. Fall 2017 - New program will be phased in, however it is not currently authorized as a <i>new</i> school.

***Operational Support: Conditions Needed for Transformation***

<b><i>Indicators of success</i></b>	<b><i>Progress to Date</i></b>
<b><i>Leaders</i></b> identified for both new schools and in hiring process	<b>DLMS</b> I will continue to lead the team in the 2016-17 design year to negotiate district autonomies and lead design process. Finalists for NSVF Catapult grant, funding dependent on OUSD response to Fall Call proposal.
Process for selecting <b><i>founding teacher team</i></b> is in place	
<b><i>Funding</i></b> for additional planning year in 2016-17	<b>FHS</b> Timeline adjusted to allow for additional planning year and reformation of the design team. Community-based process underway to select planning principal who will lead the redesign. Planning principal is funded for 2016-17.

## ***Analysis***

The goal of this strategic project was to obtain authorization for a new dual language middle school and multilingual high school in the Oakland Unified School District (OUSD). As of March 2016, only partial progress has been made towards this goal. The dual language middle school is on a pathway towards authorization under OUSD's Fall Call for Quality Schools<sup>4</sup>, however there is not a current authorization pathway for the high school. Although significant progress was made towards this strategic project, a lack of attention to multiple contextual and historical factors as well as my own leadership actions negatively impacted the development of the multilingual pathway in Oakland.

The theory of action for this strategic project was to develop the new school model by taking a community-based design team through a design thinking approach. In my research I compared design thinking, community organizing, and other models of change, noting how they could all be organized into three stages. Stage One is to empathize, or gather information. Stage Two is to define the problem and/or build capacity, and Stage Three to test a solution, revise, and reflect. As I look back on the year, I am struck by the importance of Stage One in both school design and community organizing. As this analysis will show, taking the time to listen, research, and gather information is invaluable to correctly diagnosing the problem, understanding the context, and informing

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<sup>4</sup> The authorization of the middle school was uncertain until March, when the superintendent clarified that the dual language middle school team could submit a proposal for a new school under that Fall Call, and expressed his "strong support for the multilingual pathway" (personal communication, March 2016).

leadership actions.

With respect to designing the school model, our team spent a significant amount of time in Stage One. This allowed us to understand what students, and families wanted in the school design. At each meeting, we did interactive activities with students that helped inform our vision, theory of action, and school design. During these activities students expressed strong interest in designing their own learning in middle school, which led to a design question around how to build structures into the middle school that develop student agency. The listening campaign with families was also an essential part of the empathy phase of our design. Engaging with families informed critical elements of the school design, such as the added goal of social emotional literacy, as well as a renewed emphasis on cultural humility and identity development.

I underestimated the importance of Stage One with respect to community organizing. Although research is a critical part of the organizing cycle, our team entered into the merger with the Fremont design team without fully understanding the context or diagnosing the additional layer that this merger added to the authorizing environment for our new school. The authorizing environment for the Fremont transformation was extremely complex, as it included not only the existing staff, faculty, students, and families, but also district leaders, elected officials, and community partners around the city who felt they had a stake in the high school redesign. When the multilingual pathway merged with the Fremont design team, we took on this authorizing environment, which required us to expand our vision and value proposition to a larger public.



The difficulties we encountered were not in developing a broad base of support for our vision, values within the feeder elementary schools. Instead, we encountered the greatest difficulties in expanding that vision and value proposition to our authorizing environments<sup>5</sup>. I operated within four primary authorizing environments: the dual language middle school design team, my residency site, the Fremont High school community, and the Oakland Unified School District. The design team that emerged out of the feeder elementary schools fully embraces the vision for the dual language middle school as part of a larger PreK-12 multilingual pathway of schools in Oakland. Throughout this time my residency site, GO Public Schools Leadership Center, has also provided unwavering support for the vision of the multilingual pathway, and connected us to a larger community of educational philanthropists and school developers. The most complex authorizing environments have been the Oakland Unified School District and Fremont High School. This analysis will explore the challenges in each of those environments, to better understand how they might be mitigated to lead to a successful authorization of a new dual language middle school program.

### **Challenges within Fremont authorizing environment**

Fremont High School was already in the midst of a turbulent redesign

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<sup>5</sup> Mark Moore defines the authorizing environment as “the large number and wide variety of people in particular positions who authorize [managers] to take action, or appropriate money for them to use “ (Moore and Khagram, 2004, pg.6). In the strategic triangle framework, the authorizing environment is the interaction between the public value and the legitimacy and support for the proposed change.

process when their design team merged with the multilingual pathway. The design team's proposal had been approved for a 2015-16 design year, however the opening of the new school year was rapidly approaching and they did yet not have a leader. The entire administrative team had been removed at the end of the 2014-15 school year, and although a site administrator had been identified over the summer to manage the day-to-day operations of the school, there was no design team leader. The Fremont team, and the school district, was desperate to find one before the school year began. It was under these circumstances that the Fremont team agreed to merge with the multilingual pathway in order to have me take on the role of design team leader, even when asked adapt to a whole new set of priorities, including the non-negotiables outlined around process and program, such as a two-year timeline and adding a multilingual pathway (See [Appendix D](#) for a full list),

Although the Fremont team firmly supported the redesign proposal, the planning process was hindered by their primary focus on the pressing needs of current Fremont students. The design team was made up predominately of classroom teachers, four of whom were graduates of the school. The team included the 2015 OUSD teacher of the year in addition to other innovative teacher leaders who worked overtime to support students with an extraordinary concentration of needs. Approximately half of the students are English Learners new to the country, many with little formal education. The majority of entering ninth grade students read at an elementary school level. The most important priority for the teachers on the design team was meeting the needs of these

students. As evidenced by the concerns expressed shortly before our design team meeting in September, the Fremont teachers worried about their ability to support students under the new administration, and could not focus on the redesign.

The redesign of Fremont under the Intensive School Support process was the third time the school had been reconfigured in the last ten years. In 2004, the campus was redesigned from a large comprehensive high school into small schools. Ron Snyder, founding director of Oakland Community Organizations, describes the climate during this reform initiative:

*“These conversions did not build on organized constituents’ desire for change. Our interest in supporting system reform meant we could not allow this critical strategy to fail, so we invested staff resources into organizing strategies at the high school level. What we found were incredibly difficult environments. Teachers felt disempowered and resistant to change. Parents felt uninvited and unwelcome.”*  
Snyder, 2008

The quote could also describe the climate in 2015. Almost half of the teachers on the design team had been part of the small schools ten years ago, and all of them had been through the 2012 consolidation back into a comprehensive high school, the turmoil of the Intensive School Support process, and the recent merger with the multilingual design team. This shared experience of uncertainty led to a lack of psychological safety and trust in the change process. My experience with the team members as well as their own self-assessment indicated they lacked the psychological safety needed to be in the “learning zone.” Without psychological safety, team members (and individuals)

are unlikely to admit mistakes or shortcomings, for fear of being judged (Edmonson, 2012). The lack of trust the Fremont team members had in the redesign process made it difficult for them to be open to new ideas or outside voices. This lack of psychological safety, or relational trust, has been recognized as a common inhibitor of school and district change (Wagner et al, 2006, Bryk and Schnieder, 2003).

“Respectful and trusting relationships are essential if educators are expected to take the risks involved in change, to learn from each other, to remain deeply committed to their students and their community, and to share responsibility” (Wagner et al, 2006, pg. 135-136). Relational trust existed within the members of the Fremont design team, however it was not developed across teams with the team members from the multilingual pathway. It takes time, and shared experience, to develop relational trust. After the decision to separate the Fremont from the multilingual pathway in October, I did not meet with the Fremont team for almost six weeks. Although this approach gave me the opportunity to “get on the balcony” and take a systemic/analytical/root cause analysis view of the situation, I did not deepen my relationships with most of the team members.

This changed in January when I took on an expanded leadership role at Fremont. Although I had already planned to be on campus in the second semester, it became urgent after the crisis that resulted in the student walkout and removal of the assistant principal. Qualitative data collected from student fishbowls and faculty meetings during and after the crisis helped us to better

understand the roots of the unrest at Fremont. This data was analyzed by the staff and administration and used to create action plans in four areas: building community, teaming, communication systems, and structures for student and staff voice. The action plans are being developed and implemented in an inclusive and transparent process with faculty in order to help restore trust. Taking leadership in this process has shown me the importance of having structures to support student, staff, and community voice as a foundational element of school transformation. The implications of this will be explored further in the Implications for Sector section.

At this point, we are not attempting to develop the multilingual pathway at Fremont High School. The school community is in the midst of selecting a long-term transformational principal to lead the redesign. The new principal will restructure the design team, and plan for the launch of a “new” Fremont in 2017. My recommendation has been that the new leader restructure this team with significant leadership from families from elementary and middle feeder schools, and then re-launch the design process with a significant amount of time spent in the empathy, or preparation stage. Whether or not the new design team partners with the multilingual pathway remains to be seen, I believe the revised timeline for Fremont will lead to a stronger, more transformative, redesign.

### **Challenges Within OUSD Authorizing environment**

#### *Central Office Leadership*

Under Superintendent Antwan Wilson, the Oakland Unified School District

has issued two calls for school transformation. The first was the open call for proposals for Intensive Support Schools like Fremont in January 2015, and the second was the Fall Call for Quality Schools issued in Fall 2015. The Fall 2015 Call had three goals: 1) to provide support for district schools implementing innovations for newcomers, middle school students, and dual language programs, 2) to facilitate the renewal of a West Oakland PK-12 feeder pattern, and 3) to increase district and charter school collaboration and alignment. Unlike the call for ISS schools, the Fall Call specified that it was not a “call for new schools” or “focused on underperforming school turnaround (Oakland Unified School District, 2015, pg. 8).

The OUSD plan for serving English Language Learners calls for the creation of a PK-12 dual language/bi-literacy pathway and the expansion of dual language programs. This is one of the primary reasons that dual language was a focal area for the Fall Call. The dual language middle school team received support under the Fall Call and is preparing to submit a proposal in April 2016. The proposal is being written as an “expansion of an existing elementary school (Manzanita SEED) onto an alternative campus,” in order to qualify for the Fall Call by not identifying the program as a “new” school. Although this has allowed the school district to support our design work this year, it does not provide a clear pathway for new school authorization.

Unlike the era of the New Small Autonomous Schools in the early 2000’s the district enrollment is declining. Overcrowding is no longer a rationale for new school creation. Despite the declining enrollment, new district schools face the

operational challenge of securing an adequate school site as obtain a facility as empty school facilities become immediately available to charter schools under proposition 39. OUSD currently has 13 charters awaiting facilities.

Research meetings that the dual language middle school team conducted in January and February with the chief of continuous school improvement and the superintendent indicated that the lack of an identified facility was the main barrier to authorization. The superintendent suggested locating the new middle school on the Fremont campus, stating, “In order for us to make this work, it is with the understanding that Fremont is the school.” At the same time he made it clear this demand needed to come organically from the community, and urged families to show up to Fremont family engagement initiatives.

The Fremont campus is undergoing a complete redesign funded by an \$80 million bond measure, and the new facility will not be available until at least 2019. Enrollment on the campus cannot increase during construction, which means the middle school would have to incubate on another campus for two or more years. Several other facilities which will become available during that time period, including schools identified for transformation under the new School Performance Framework, and buildings previously occupied by charter schools that are moving. This indicates that the superintendent has additional reasons for wanting the middle school on the Fremont campus.

These additional reasons are not hard to infer. It makes sense. A dual language middle school is aligned with the district’s own plan for English Learners. Placing it on the Fremont campus connects the high school with an

elementary and middle school feeder pattern that is both programmatic and neighborhood-based. Engaging students from K-8 feeder patterns is key to Fremont's transformation, as currently only 12% of the neighborhood's high school age students attend the school. However, introducing another layer of external change to the Fremont at this time, even one supported by neighborhood families, could damage the redesign process. As one of the DLMS design team members stated, "*Fremont is like a wounded tiger. And when a tiger is wounded, you don't poke with a stick. You give it food and water, and leave it alone so it can heal. Fremont needs to be left alone so it can heal. Maybe in a few years we can try again*" (Personal communication, February 4<sup>th</sup> 2016).

On March 17<sup>th</sup> our design team gathered in the superintendent's conference room for a follow up meeting with the superintendent and senior leadership team. African American and Mexican-American parent leaders facilitated the meeting, which and included both student and parent testimony, as well as opportunity for dialogue. At the beginning of the meeting, the superintendent stated that our school could not be authorized as a new district school, however by the end of the meeting, he indicated that our middle school proposal *would* be read as a new school proposal under the Fall Call. He expressed strong support for the multilingual pathway both in the meeting and in follow up emails. The shift in the superintendent's response suggests an organizing approach, when executed thoughtfully, can leverage parent and community voice to advocate for new school creation in district.

*OUSD School Board*



Ultimately, it is the school board and not the central office that has the power to formally authorize new public schools in Oakland – be they district or charter schools. During the 2015-16 school year, the board authorized a new K-12 district charter in October and in February they approved an existing middle school for expansion into a K-8. The K-12 charter was approved with a five-two vote, and the expansion passed unanimously (6-0, with one board member absent). Despite this, several board members have expressed concerns about new school authorization. In a September board meeting, a board member who later approved both proposals stated, “We have too many schools as it is in this district. I can’t in good conscience as a financial manager in this district authorize any more schools” (Rose, 2015). The two directors who voted against the new K-12 charter have also expressed concerns that there are already too many schools in the district.

Both of these proposals were approved without having an identified facility. The current authorization pathway for charter schools allows them to be approved (by a district, county, or state board of education), without an identified facility. Under California law, a district must provide facilities for a charter school that serves at least eighty students who reside in the school district boundaries. Thus, once a board approves a charter, they have also provided them with a right to a district facility. The same also holds true for district schools – once a new school is approved, the school board is obligated to identify a facility. If the proposal for the new dual language middle school is approved through the Fall Call, it will then be up to the school board to identify a facility. Further research is

needed to determine the role of the school board in authorizing a new district school prior to the identification of a facility.

## Implications for Self, Site, and Sector

### *Introduction*

Although my residency was at GO Public School Leadership Center, the goal of my strategic project was to get a new school authorized within the Oakland Unified School District. As described in this capstone, this led to my engagement in two school transformation processes: the Call for Quality Schools issued in Spring 2015 for Intensive Support Schools like Fremont High, and the Fall Call for Quality Schools issued in Fall 2015. The flexibility I had at my residency site allowed me to work with different segments of the educational sector across Oakland, including district and non-profit leaders, families, educators, community organizers, and local philanthropists. This project could not have been possible without deep collaboration with Oakland Community Organizations as well as support from local philanthropists such as Educate 78 (formerly New Schools Venture Fund, Oakland City Fund) and the Rogers Family Foundation<sup>6</sup>. As such, the distinctions between site and sector are sometimes blurred, as the site can be considered the educational sector of Oakland.

As this strategic project unfolded, I realized that many organizations from across the educational sector are grappling with the same question: *What conditions need to be in place for successful school transformation?* In order answer this question I conducted a series of interviews with transformational system-level educational leaders. I also reviewed the Change Leadership Guide

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<sup>6</sup> Educate 78 provided \$100,000 to support my salary and benefits during my residency at GO. The Rogers Family Foundation provided \$30,000 to support the development of the dual language middle school.

by the Harvard Change Leadership Group, which provided an excellent framework for understanding the phases of change (Kegan, Wagner, et al, 2006). The information gathered during this additional research, together with the analysis from my strategic project, have informed the following implications for self, site, and sector.

### ***Implications for Self***

Writing and reflecting about this strategic project has provided me with an invaluable opportunity to reflect on my leadership actions and consider the implications for my future work as an educational leader. My experience this year reinforced the importance of pulling together a diverse set of stakeholders from across the authorizing environment to advocate for the vision. Through working with a team, I can successfully champion a vision for change, even in a complex and complicated authorizing environment. I remain passionate about the power of bilingual and multilingual education to provide a high-quality education for all students by developing cultural responsiveness as well as academic proficiency. As I continue to develop my capacity to take leadership for system-level change, there are several additional implications for self I will draw upon.

First and foremost, I learned the importance of taking time to diagnose the political context and authorizing environment when taking leadership in a change process. Related to this, I learned the need to take into account the many different priorities and perceptions of public value held by stakeholders in the authorizing environment. In leading this strategic project, I was so certain of the

public value of the multilingual pathway that I did not take into consideration competing values and priorities held by other stakeholders, such as the district or the Fremont design team. Returning to an educational community where I had worked for almost twenty years, I was overconfident about my understanding of the context. Spending more time to diagnose and understand the context before taking on new roles will help my future work as an educational leader.

Another learning from this strategic project is the importance of building the capacity of adults in our schools. In order to transform schools into learning organizations, it is critical to take a teaching and learning stance with *all* the people in the system – not just students. This is not always easy to do, but it is critical. The most important thing I can do as an educational leader is focus on developing the capacity and potential of others.

Finally, I learned the importance of relationships and social capital. Throughout the course of this strategic project, I was able to draw upon the relationships I had built across the educational sector in Oakland. As an almost 20 year veteran of the OUSD family, I entered the project with significant context, credibility, and relationships to draw upon in advancing our objectives. In addition, the members of the multilingual pathway design team brought even more social capital to our team. The success of our organizing relied on the strength of relationships within our team and across our school communities.

### **Understand and diagnose the authorizing environment**

Despite using the strategic triangle in my RKA and theory of action, I didn't fully grasp the importance of the authorizing environment in the execution of this

strategic project. I underappreciated the complexity of the district context in general, as well as the added complexity of the Fremont redesign process. If I had taken the time to understand and diagnose the authorizing environment around developing a new dual language middle school and multilingual high school in Oakland, I would not have taken on the role of design team leader at Fremont last fall. The multilingual pathway team could have explored a partnership with Fremont without me taking on the role of design team leader. The time and energy I spent at Fremont over the fall and winter could have been directed to building contacts and trust with people across the system, learning about district priorities, and understanding how these priorities would impact the multilingual pathway design team.

### **Reflection on use of “language of certainty”**

Looking back at the initial drafts of this capstone that I wrote in the summer and fall of 2015, it is striking how often I used the language of certainty when I referred to my theory of action as well as strategic decisions that were made along the way. Throughout the introduction and description of the strategic project I used the word “will” to describe outcomes that I hoped would manifest as part of my theory of action. For example, “*Developing the new schools through a community-based design process will demonstrate the public value of the new schools,*” and “the members of the design team will be challenged to rethink their existing beliefs”

Not only was I certain about my theory of action, I remained certain even when I deviated from it. Compelled by the idea of developing the multilingual

pathway on a centrally located district high school campus, I convinced myself that the becoming the design team leader at Fremont would lead to the authorization of the dual language middle school and multilingual high school. In my own words,

*“I thought that if I could merge the plan for the multilingual high school with the proposal from the internal design team at Fremont, negotiate autonomy with the district, and find a great leader to transition the school over to, this could be a pathway for authorization for both the dual language middle and multilingual high school.”*

In retrospect, it appears I thought I was holding a magic wand. It is clear I did not appreciate the systemic context, and competing factors in the authorizing environment. I was so certain about the value proposition I was promoting I did not consider other external factors and competing priorities.

### **Take a teaching and learning stance with adults as well as with students**

After the Fremont team and the multilingual pathway team separated, I grew frustrated with the design team members at Fremont and viewed their behavior through a deficit lens. The Fremont team members expressed considerable dissatisfaction with their current administration and were unable to engage with them professionally. I met with them to try to understand their concerns, but was unable to identify any issues (other than the change in the cell phone policy) to relay to the new administration. I found the behavior of the team to be off-putting, and avoided meeting with them. Instead, I began meeting with the site administrator and the district leadership to explain my perception that the

Fremont team lacked psychological safety, and was thus unable to engage productively in the redesign. It was at this time that I argued for a revised timeline for Fremont, largely without the input of the original design team.

It wasn't until midway through the year that I realized my perspective on the Fremont team was problematic. Two conversations helped with that realization. In December my coach from the National Equity Project asked me what the Fremont teachers needed to learn. This question helped me to reframe what I had identified as a deficit into an area of growth. I then set up a Professional Learning Community for the Fremont teachers to work on leadership development. Seven of the original design team members attend the PLC, which has met twice, in a location off campus. In January, I consulted one of my advisors, Jal Mehta, about the tension I was feeling between my beliefs about professionalizing teaching, and the unprofessional behavior I was experiencing from the Fremont team. My reaction had been to stop engaging the Fremont teachers in the redesign work, however I knew this was problematic. Jal reminded me of the capacity building I was facilitating for families who were part of the design team, and suggested I take the same approach with the teachers. Both of these coaching conversations were critical in helping me to take a teaching and learning stance with adults as well as with children, and thus create more alignment between my leadership and my values. I now realize that one of the most important things I can do as an educational leader is to help others evolve their beliefs and mindsets. To do this, I must take a teaching and learning stance with adults, and help them develop the capacity they need to be



part of a transformative process.

### **The Importance of Relationships and Social Capital**

This strategic project demonstrates the importance of relationships and social capital in leveraging change. The organizing approach we used relied on the strength of relationships within and across our team. This was no accident. Our team had the explicit goal of developing strong relationships among the team members. We conducted one-to-ones with each other in between meetings to get to know each other and to uncover our shared vision and values. At each design meeting we used pair shares and other protocols to promote deep listening and relationship building across our team members.

Our team spanned three school communities, and included parents and educators with significant social capital. In addition to being a Harvard doctoral student, I was the founding principal of the most successful dual language elementary school in Oakland. One of the parents on the team was also a graduate of the EdLD program, and had founded two successful high schools in Oakland. Another parent ran his own non-profit, and a third worked in higher education. In addition, our team had parents with little formal education who nonetheless had leadership roles within their own school communities, and on district-level advisory committees.

The social capital that I had from being a successful principal in the district helped me to leverage funding from local philanthropists and create partnerships with community organizations such as GO and OCO. Although I did not have a relationship with the superintendent or his chiefs of staff, I was able to leverage

my relationships with district and school leaders, school board members, parents, and community leaders throughout the course of this design year. For example, I spoke regularly with the director of the office for English Language Learners and Multilingual Achievement, the Chief of Continuous School Improvement, as well as the High School Network Superintendent to understand both the Fall Call process and the ever changing dynamics of the Fremont High School redesign. The strength of these relationships, as well as the social capital I brought with me as a successful school founder, were invaluable to gaining the support for the development of the multilingual pathway in the Oakland Unified School District (OUSD).

Next year, I look forward to continuing to lead the design team for the dual language middle school while also taking a part time position in OUSD as the director of dual language programming. We are now at the beginning of a strong coalition among a broad base of families and district leaders who embrace the public value of a multilingual pathway in Oakland. I am thrilled to have the opportunity to continue this work, and to develop both the institutional and human capacity to make this vision a reality.

### ***Implications for Site***

There are two primary ways the Oakland Unified School District can support community-driven school reform and bring transformation to scale. One is by organizing around K-12 feeder patterns. If we want to transform the system, and not just individual schools, we need to organize around the students' full, K-12 experience in the school system. The second is by helping families,

educators, students and community members to develop leadership capacity for new school development. This will require adjusting the timeline for future calls to allow these stakeholders to engage in gap analysis and capacity development before writing a proposal, and creating a protected space for new school design within the district. Without a process for community members to create new schools in districts, innovative new school models will be limited to the charter sector.

### **Organize around PK-12 feeder patterns**

Organizing school transformation efforts around feeder patterns will help support reform efforts stay centered on the needs of the student as they move through their educational trajectory. This can be accomplished by clustering the schools in neighborhood and programmatic PK-12 feeder patterns. Clustering schools in turnaround efforts is nothing new. *The Turnaround Challenge*, a research report issued by Mass Insight, recommends organizing clusters of schools by need, school type, region, or other characteristics (Calkins, Guenther, Belfiore, & Lash, 2007). Organizing these clusters along a vertical continuum will help create strong articulation of school culture and academics.

This is an especially crucial strategy for Oakland public schools. Although there continues to be widespread belief that new schools are not needed, alarming numbers of students leave the public school system as they move up through the grades. One third of the students who are in OUSD district-sun schools in fifth grade enroll in another kind of school in sixth grade (Oakland

Unified School District, 2015). Although many go to public charters, nearly half of the students leave for another kind of school (independent, parochial, or neighboring school districts). After eighth grade another quarter of the students leave the OUSD, however at this transition less than a third go to Oakland charters, and nearly 70% leave for another type of school. Another group of students leaving the public school system are students who do not graduate. Oakland's graduation rate is alarmingly low - in 2015 the four-year cohort graduation rate was 60%. Aligning middle and high school reforms to elementary school programs can both help reduce the drop out rate and capture the large numbers of families leaving the Oakland public schools for the private system and other school districts.

Oakland has already begun to implement this strategy by issuing the Fall Call for Quality Schools for the West Oakland feeder pattern. The purpose of the call was to *"increase the likelihood of long-term sustainability of individual school innovations in West Oakland and deepening the alignment to a West Oakland feeder pattern for West Oakland residents"* (Oakland Unified School District, 2015). The call clearly named that the goal was to build a strong feeder pattern to McClymonds High School (like Fremont High, an Intensive Support School with a low neighborhood catchment rate), drawing on both district and charter schools in the neighborhood. The goal of connecting the feeder pattern to McClymonds was highlighted by several school board members when a West Oakland charter was approved for K-8 expansion this year. This critical work will require deep relationship building that can be strengthened and developed by

clustering the West Oakland schools in a PK-12 network. Based on my experience with trying to connect Fremont High to the dual language feeder pattern this year, it will be critical to have the time and space to develop psychological trust and safety among the school communities in the new West Oakland feeder pattern.

While piloting the PK-12 feeder pattern in West Oakland, the district and its community partners can engage in readiness work in other regions to prepare communities to develop neighborhood and programmatic feeder patterns for future network clusters. Preparation is a critical part of the change process. During the preparing phase, the leader facilitates a shared understanding of and sense of urgency about the need for change (Wagner, Kegan, et al 2006). This involves engaging in capacity building with your primary stakeholders (students, parents, and teachers) to prepare them to engage in the change process. A school quality review or gap analysis can help determine what kind of capacity building must take place. Districts and schools often rush through, or even overlook, the first two stages and jump to the third stage, wanting to take action to improve instruction. This is not surprising, given the urgency of student needs in our current system. However, if we rush to action we run the risk of engaging in work that is not transformative, but reproductive, and recreate the very system that is failing students, with only minor improvements in instruction.

Reorganizing school networks and school transformation efforts around a PK-12 trajectory is tantamount to restructuring collaborative planning time around shared students, rather than shared content areas. As an elementary school

principal at Manzanita SEED, I created this collaborative structure through team teaching and was amazed by the power of this kind of student-centered collaboration. In high schools, this form of collaboration can be supported through vertical pathways and small learning communities where a small group of teachers work with a cohort of students for multiple years. Across a school system, multi-year, student-centered collaboration can be facilitated through organizing into vertical, PK-12 networks.

Organizing into PK-12 feeder patterns also means building relationship across families and educators in the elementary, middle, and high schools in that neighborhood or programmatic strand. Building relationships between the current families at the school and the prospective families considering the school can make a critical difference in high school transformation efforts. This was a key realization that emerged when the community organizer from Fremont, the community organizer from the multilingual pathway, and I reflected on the unsuccessful merger between the two design teams. The meetings between the two teams were primarily between the teachers at Fremont and the families from the multilingual pathway. The outcome could have been quite different if we had connected parents and families across the two teams, and also facilitated relationship building among the educators from the elementary feeder schools and the high school undergoing transformation.

### *Recommendations*

- Continue to focus West Oakland as Pilot for PK-12 feeder pattern. Support these schools as their own network cluster that engages stakeholders, especially families, across district, charter, and community partners

- Engage in readiness work in other regions to prepare school communities to develop neighborhood and programmatic feeder patterns for future network clusters

### **Develop Leadership Capacity for New School Development**

In order to increase quality options for families, OUSD should support school communities to develop the internal leadership capacity needed for transformation. A visionary leader is necessary, but not adequate, to turn around a failing school or design a new one. Teacher leadership is critical – without educators, a new school design is just a plan on paper. Engaging family and student leaders in the school design helps to ensure the new plans are student-centered. Three ways the district can support school communities to take leadership in future calls are by establishing a transparent, public timeline for future calls, engaging stakeholders in a gap analysis around the current state of schools in the community, and by creating protected space for new school design.

OUSD can facilitate more community leadership in new school design by being fully transparent about the timeline for future calls and ensuring that teams have adequate time for diagnosis and capacity building, in addition to proposal writing. There has been talk of schools being identified for future calls based on the newly adopted School Performance Framework, however no public announcements have been made. My hope for future calls is that more time is spent in the “preparing” stage to allow for both capacity building and stakeholder

engagement in the redesign process. A clear and public timeline would make it easier for new school teams prepare to submit proposals under future.

### **Conduct a deep analysis of schools undergoing transformation**

One way that capacity can be developed is by engaging a cross-section of stakeholders in a deep analysis of a school's strengths and weaknesses (this analysis can be conducted through a school quality review, asset mapping, gap analysis, listening campaigns, or a combination of methods). The deep and specific understanding about a school that emerges from such an analysis can help the district determine what kind of transformation is needed (turnaround, new school, leadership changes, etc.) and as well as identify the areas in which capacity needs to be developed (for example leadership, serving specific student populations, attracting non-choosers, etc.). This process can help the community better understand why change is needed, and provide both qualitative and quantitative data that allows the community to examine the current state of schooling in a context that reduces blame while creating urgency (Wagner et al, 2006). This may have helped the design team at Fremont understand the need for an implementation plan to bridge their vision and the current school reality, as well aided district leaders in identifying areas where the team needed leadership and capacity development.

### **Create Separate, Protected Space for School Design**



Following this analysis, community members need a protected space for new school design. When design work is integrated into the operations of an existing school, the employees at that school have increased power and authority over the school design. Not only can the vision for the new school be over influenced by the priorities of staff, as opposed to the needs of students, it can also be limited by their current experience. Design requires a kind of open space and vision that is not frequently possible in the urgency of day-to-day schooling.

The school design process should be as separate as possible from the existing school to ensure the design is both visionary and student-centered. To accomplish this, I recommend the Oakland Unified School District create a separate track for innovation and for improvement within schools being redesigned. This will allow the members of the design team to envision a new school that is informed by, but not constrained by, the current reality of the existing school.

#### *Recommendations*

- Adjust Call for Quality School timeline to allow for communities to prepare proposals for new schools
- Conduct an in depth analysis at each school undergoing redesign to identify strengths, gaps, and areas for capacity development
- Created a protected space for new school design to ensure that visioning work is protected from the day-to-day operations of the school

#### ***Implications for Sector***

*“Maximizing leadership and staff capacity is the most important element in turnaround success”*  
(Calkins, et al, 2007, pg. 70)

#### **Develop Human Capacity**

My experience and research this year has led me to believe the single most important thing schools, districts, and community partners can do to support schools to become learning organizations is develop capacity in educators, families, and students to be leaders in school transformation. Every successful system level leader I talked with emphasized the importance of a human capital pipeline, as well as investing in people's ongoing development. School transformation is about learning, and learning is about developing human capacity. The development of human capacity is both foundational and a lever for school transformation.

The school design process for the Dual Language Middle School was intended to develop the capacity of families and educators through the integration of design thinking and community organizing. Both of these approaches are essentially teaching and learning cycles of inquiry. Combined, these teaching and learning cycles support the development of not only educators, but also families, community members, and students who engage in the design process. Families, students, and community members have long-term, often multigenerational, ties to schools. When these stakeholders are engaged in school transformation, it can lead to long-term sustainability and stewardship over the change process.

I did not have this lens around capacity development with the Fremont design team when I became their leader. Once I did, it shifted my relationships with people and also my ability to see how to support the school through the change process. Midway into my strategic project, I realized that the educators at

Fremont team would benefit from leadership development. As a whole, they had expertise in content and pedagogical knowledge, however had little support or development in understanding their own roles as leaders in the change process. With the support of a coach from the National Equity Project, I formed a Leadership Professional Learning Community (PLC) for teacher leaders at Fremont. It remains to be seen how effective this intervention will be, however it is an example of a strategy that can be used to develop the capacity in educators to engage in transformational work.

Student capacity can also be developed as a part of, and not just product of, the transformation process. Students were engaged as participants in the dual language middle school design team, and in various roles in the Fremont High redesign. At the March meeting with the superintendent, four students shared why they wanted a dual language middle school. This student testimony not only moved the superintendent, but will also be a formative learning experience for the students about community organization, education, and leadership. (Eleven parents and twelve students attended that meeting, as a subset of our larger design team comprised of 19 parents/caregivers, 8 students, 5 teachers and school-based staff, and two principals.)

### *Recommendations*

- Develop leadership capacity in families, educators, and students as a foundational element for change.
- Engage deep empathy and gap analysis with all stakeholders during the preparation phase to both develop capacity for change and understand what additional capacity is needed.

## **Conclusion**

The use of community organizing as strategy for school transformation has the potential to develop relationships, leadership, and political power to support systemic and long-lasting educational change. This approach was successfully used in Oakland in the early 2000's to launch a citywide movement for new, small autonomous schools. The new small schools movement birthed over thirty new schools between 2000-2007. In 2005, I opened Manzanita SEED, the first two-way dual language school in Oakland. The last new small schools in Oakland were opened in 2007. In 2015, I returned to Oakland to facilitate a community-driven school design process for a new, dual language middle school and multilingual high school. The goal of this strategic project was to have the schools authorized by the Oakland Unified School District to open in fall 2017.

When I started, I did not take into consideration how dramatically the authorizing environment around new schools in OUSD had changed in the last ten years. In addition, I took on the role of design team leader at Fremont High, which further complicated the authorizing environment for DLMS, and in many ways, undermined the grass roots power of our design process as well as my ability focus my time and energy the project's success.

Within the capstone timeline, I collected and analyzed evidence about my leadership the development of strategic project primarily from June 2015 through January 2016. The opportunity to write and analyze midway through the school year provided me with an invaluable opportunity to reflect and make adjustments in my

leadership. The learning from that experience forms the basis for the implications for self in this capstone. First and foremost, I learned the importance of diagnosing the authorizing environment before making major decisions in a change process.

I am not the only member of our team who engaged in research and reflection. Between December 2015 and March 2016 over 20 design team members participated in multiple research meetings with district leaders and elected officials to better understand the barriers to new school authorization in OUSD. A parent leader from the team wrote a long reflection about the process, in an attempt to understand the context and communicate it to others. In addition, at each design team meeting we dedicated half of the time to collectively reflecting on research meetings and determining next steps. This collective research, reflection and construction of knowledge has not only informed the next steps for the multilingual pathway team, but also the implications for site and sector.

The implications for site are focused on how the Oakland Unified School District can more effectively facilitate communities and leadership in school transformation, especially in the preparation and visioning stage. I recommend that Oakland engage a cross section of stakeholders in conducting a gap analysis at schools that may undergo transformation, adjust the Call for Quality Schools timeline to allow for more time for this work to happen before proposals are developed, and create a protected space for new school design independent of the school undergoing transformation. In addition, I recommend that the district and its community partners organizer school transformation work around PreK-12 feeder

patterns to leverage the power of families and communities across the potential thirteen-year trajectory of their child's public school education.

While this capstone describes a strategic project that took place at the level of the school, the work crossed (and blurred) boundaries between new school development, community organizing, high school transformation, and other district led change initiatives. This has led to a rich series of findings that could influence the educational sector outside of Oakland. One implication is the importance of empathy in political organizing as well as in design. Deep empathy allows correct problem diagnosis, which is critical in both understanding the authorizing environment for a new school, and designing an innovative educational model. A second implication is the importance of human capacity and leadership development as both a foundational element and as a lever for school transformation.

Although this capstone focuses on facilitating community leadership in new school development, the findings also raise a series of questions about the role of families and community members once a school is open. How can families and community members continue to hold the vision for a school long after it is open? What structures can be put in place to build positive accountability between the families and educators? These are questions I will continue to explore in my future work as an educational leader.

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## Appendices

### *Appendix A 6/13/15 Multilingual Pathway kick off meeting*

#### **Multilingual Pathway June 13<sup>th</sup> Kick Off Agenda**

##### **Goals:**

- Build relationships
- Articulate vision/values/goals for pathway
- Clarify process and timeline for planning new schools
- Get input about topics of interest

##### **Guiding Question:**

How might we develop a dual language middle school and multilingual high school for Oakland students to develop their **Academics, Bilingualism, and Cultural Competency?**

<b>Time</b>	<b>Activity</b>	<b>Goal</b>	<b>Prep</b>
10:00-10:10	Sign in Childcare sign up		Sign in sheet childcare name tags
10:10-10:25	<b>Welcome</b> Icebreaker Activity (Tea Party) - Use questions, quotations, and images on PPT as discussion prompts in 2s and 3s	Build relationships	Questions for protocol
10:25-10:30	<b>Logistics</b> Review Agenda, Norms, Goals, and guiding questions Explain purpose of parking lot		
10:30-10:35	<b>Parent Testimony</b> (From different schools – Katy will organize)	Articulate vision, values, goals	
10:35-10:55	<b>Slideshow</b> (KC) Q&A	Clarify process and timeline	
10:55-11:30	<b>Small group: World Café</b> Introduce topics, facilitators, and process Topics: <ol style="list-style-type: none"> <li>1. School culture and climate</li> <li>2. Language-based internships and linked learning</li> <li>3. Languages other than Spanish</li> <li>4. Social/emotional development of young people</li> <li>5. Engaging students, family, and community members in school design</li> <li>6. Teachers &amp; staffing</li> <li>7. Project-based learning and inquiry</li> <li>8. Role of the family in the school</li> </ol> Facilitator: Record two big takeaway from each group Post notes for gallery walk at lunch Two rounds – 15 minutes each		assign note takers and facilitators for each group

11:30-11:50	<b>Whole Group:</b> Socratic Seminar How can we create a dual language middle school and multilingual high school for Oakland students to develop their <b>Academics</b> , <b>Bilingualism</b> , and <b>Cultural Competency</b> ?	Get input	Review norms for socratic seminar
11:50-12:00	<b>Closing</b> Appreciations Next Steps		
12:00-1:00	<b>Lunch</b>	Build relationships	Buy & prep food Set up BBQ Buy utensils, etc.

## **Appendix B**

### **Agendas and notes from meetings where decision was made to merge the teams**

#### **Fremont/Multi-lingual Pathway Design Meeting**

Monday, June 22nd, 2015, 7:00-8:30 p.m.

##### **Goals:**

- Share core values and vision for the Fremont design team and the Multilingual pathway
- Identify the the opportunities and challenges for moving forward together
- Open discussion around what it would mean to work together to address the challenges

##### **Norms:**

- Be here now
- Assume Positive Intent
- Step up Step Back / equity of voice
- Take an inquiry stance

<b>Time</b>	<b>Topic</b>	<b>Goal</b>
7:00-7:20	Informal Discussion	Get to know each other  (Wait for people coming from budget meeting with OUSD)
7:20-7:30	Opening <ul style="list-style-type: none"><li>• welcome</li><li>• reflection</li><li>• review agenda, goals, norms</li><li>• announcements/updates</li></ul>	
7:30-7:45	Vision and Values: <ul style="list-style-type: none"><li>• 10 min: in design teams, create a visual and 2 min presentation that explains vision/values for secondary school</li><li>• 5 min: presentations</li></ul>	Share the core values and vision for the Fremont design team and the Multilingual pathway
7:45-8:00	Opportunities and Challenges: <ul style="list-style-type: none"><li>• 2 min: write or silent reflection</li><li>• 3 min: pair share</li><li>• 10 min: share out to whole group (chart responses)</li></ul>	Identify the the opportunities and challenges for move forward together
8:00-8:20	Whole group Discussion	Open discussion about what it would mean to work together to address the challenges

8:20-8:30	Closing <ul style="list-style-type: none"> <li>• next steps</li> <li>• appreciations</li> </ul>	
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## AGENDA & NOTES

Multilingual Pathway and Fremont Design Team Meeting  
July 16th, 2015, 6:00-8:00 p.m.

**Participants:** Katherine, Nidya, Emma, Simone, Lamont, Jo, Lidia, Jackie, Judith, Bill, Luisa, Marisol, Jasmene, Andrew (on phone)

**Goal:** Make a collective decision about whether or not to merge the multilingual pathway design team and the Fremont High design team

- Share progress to date from each team (what are our vision/values/plan?)
- Review community engagement between each team (how did we get here?)
- Identify the similarities and differences between each team's vision
- Identify what each team needs in order to merge

### Norms:

- Be Here Now
- Assume Positive intent
- Step up, Step Back
- Take an inquiry stance (ask questions to understand)
- Speak your truth
- Have fun

Time	Topic	Notes
6:00-6:15	Arrival	N/A
6:15-6:30	<b>Opening</b> <ul style="list-style-type: none"> <li>• welcome</li> <li>• reflection</li> <li>• review agenda, goals, and norms</li> <li>• assign roles (timekeeper, facilitators, note-taker, norms-checker)</li> <li>• review engagement between teams (how did we get here today?)</li> </ul>	Welcome: Nidya  Reflection: Katherine  Review agenda/assign roles: Katherine  Review engagement: Katherine and Nidya
6:30-6:50	<b>Whole group conversation</b>	- We found that the teams had a lot of shared vision around project-based learning, Spanish language, SEL, Service Learning, etc.

	<p><b>Guiding Question:</b> <i>What are core elements of your team's vision for student learning?</i></p> <ul style="list-style-type: none"> <li>• Pair share and write on post its <b>5 min</b></li> <li>• Group post its on chart paper using VENN diagram <b>5 min</b></li> <li>• Discussion of similarities and differences (<i>I notice, I wonder protocol</i>) <b>10 min</b></li> </ul>	<ul style="list-style-type: none"> <li>- The Fremont team included Growth mindset and design thinking in their vision, Multilingual pathway did not</li> <li>- The Multilingual team had included multiple languages in their vision, Fremont did not.</li> </ul>
6:50-6:55	<b>Norms check-in</b>	Thanks Laura for providing a norms check-in! Sorry, I neglected to record it in the notes!
6:55-7:00	Break	
7:00-7:45	<p><b>Listening Protocol</b></p> <p>Guiding Question: <i>What conditions are necessary for us to merge our design teams?</i></p> <ol style="list-style-type: none"> <li>1. Multilingual Pathway: Shares a summary of the team's meeting on July 1st (at the Park's) - <b>5 min</b></li> <li>2. Fremont Team: Clarifying questions &amp; Probing Questions for Multilingual pathway team - <b>5 min</b></li> <li>3. Fremont team: Shares a summary of the team's meeting on (July 9th?) - 5 min</li> <li>4. Multilingual Pathway: Clarifying questions &amp; Probing Questions for Fremont Team - <b>5 min</b></li> </ol>	<p><b>Multilingual</b></p> <p>Lamont shared the results of the multilingual pathway meeting (see separate document)</p> <p>Questions from Fremont:</p> <ul style="list-style-type: none"> <li>- Bill: it is parallel to what we talked about...about the leadership...how do we plan this so the district does not interfere and the community is in charge?</li> <li>- Luisa: what is the support for kids with IEPs?</li> <li>- Nidya: we wanted the second timeline...there are political reasons why we did not select it...Measure J funds, do not want that to be delayed. We were told we could not design the building until we have an approved proposal. <b>DO NOT WANT THE BUILDING CONSTRUCTION DELAYED.</b> Do not want to take middle and high school planning on at the same time but like the idea of having a middle school on the campus.</li> <li>- Jasmine: having the option of building two years is so much better. We need time.</li> <li>- Simone: can we continue to plan, show our power, keep on the construction timeline?</li> </ul> <p><b>Fremont</b></p> <p>Nidya shared what was important for the Fremont team: Be willing to take a risk, be in the space of the unknown. Curriculum – we would like to meet the teaching staff and see what is similar between different grades, teacher interaction between staff (KC: teacher inquiry pilot?). Effective teams and effective team leadership (for HS and MS design teams). Inclusive, democratic leadership. Keep the vision in mind (to help the staff see it too). Be clear on the phasing and the plans, so that people can see where it is going. As teams, embody the values we want for our students. Have students</p>



		<p>involved in process.</p> <p>Jasmine: We need to change the narrative immediately, but that won't happen. We need support, and people who are speaking in a positive way about the transformation of the school. Knowing the other people on the team are speaking positively about the work and the magic that is happening. Keep kids as the focus. Don't put down the institution, it puts down the kids. Unity.</p> <p>Emma: Power of numbers, power of relationships. The narrative will change when we have trust. Campaign of 1:1 together</p> <p>- Katy: we have had a lot of conversation about the role of students from 4<sup>th</sup> grade up in helping to design the school.</p>
7:20-7:45	<p><b>Whole group conversation</b></p> <p>Guiding Questions:  <i>Should the two teams merge?</i>  <i>If so, what conditions are necessary make sure we create the best schools possible for kids?</i></p> <ol style="list-style-type: none"> <li>1. Preparation: Review consensus process, norms, and guiding questions - <b>5 min</b></li> <li>2. Open discussion - <b>20 min</b></li> </ol>	<p><b>Should the two teams merge?</b></p> <p>Everyone gave a 3,4,5 for this question, indicating that there was no opposition to the two teams merging</p> <p>Jasmine – I was a no before this meeting, now I am a three. I feel different now. I am all in. I wanted to walk away from a previous meeting feeling like everyone is all in. There is a sense of urgency. We need to collaborate on this vision. How can we best serve the kids we have not and still build this pathway? I need to feel that energy.</p> <p>Jo – I am bringing my teacher lens. A lot of the work also happens in the classroom. I am curious to know what having a conversation with the teachers (from DL schools) would look like, what the common practices are that we have. For me an ask is talking to the teachers and having that conversation. I would need to have a commitment that would have to happen.</p> <p>Lidia – I was very in support of Fremont, but I changed to a three. I have a doubt. What about the teachers who are not here? I am very in support, but I have a doubt. I want people who are dedicated. Is the leader of the school as committed and dedicated?</p> <p>Jasmine – the team who designed this proposal is committed...we need to seek talent of people e who are committed...there are people who don't see the vision. We have to have parents and students at the table.</p> <p>Lidia – my other question is trust. Trusting each other.</p> <p><b>If so, what conditions are necessary to make sure we create the best schools possible for kids?</b></p> <ul style="list-style-type: none"> <li>• Make sure the current students at Fremont are supported</li> <li>• Create coherence and relationship between teachers K-12</li> </ul>
7:45-8:00	<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• next steps</li> <li>• appreciations</li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>- Katherine and Nidya will meet to draft scenarios about what it would look like to merge the two teams and will take into account the feedback and ideas from today.</li> <li>- They will share the proposal to the rest of the teams for feedback and approval</li> <li>- They will then co-present the proposal to the district</li> </ul>

## ***Appendix C Meeting with Multilingual Pathway Team re Non-negotiables***

### ***7/1/15 Multilingual Pathway Meeting Agenda and Notes***

**Participants:** Alex Park, Andre Spearman, Andrew Park, Che' Abram, Emma Paulino, Emmy Phuong, Eva Pineda, Jackie Venegas, Jody Christensen, Katherine Carter, Katy Núñez-Adler, Lamont Snaer, Laura Flaxman, Luz Alcaraz, Oscar Berzins, Sam Davis

#### **I. Welcome (Facilitated by Andrew Park)**

- A. Community Agreements
  - 1.) step up step back
  - 2.) take risks – be honest and speak your truth
  - 3.) keep it student centric
  - 4.) be mindful of time
- B. Agenda Review
- C. Meeting Introductions

#### **II. Reflection by Sam**

As an OCO Board member, along with Luz, have been reflecting on role of OCO in supporting these efforts. OCO's history (linked to learning, immigration, safe streets/cease fire), reflecting on the efforts that went into creating SEED with the support of OCO and EBAYC. Reminder that this is possible and the need to be both humble and bold to make this happen

#### **III. Debriefing (Facilitated by Luz Alcaraz)**

- 1.) evaluation of this process from June 13<sup>th</sup>
- 2.) space – community space was a plus (outside of SEED), with the exception of east Oakland residents, support for outside/multi-use space
- 3.) Logistics – most folks left after lunch time (meeting too long to also include lunch) but also allowed for time that was needed
- 4.) Allowed for speakers from many languages
- 5.) Not everyone signed in
- 6.) Turn out did reflect the community
- 7.) Text, emails, phone calls, face to face – turn out efforts (Lidia León set up meeting with Mica (teacher at Yu Ming) and Katy – Mica did outreach to teachers and parents who care about social emotional well-being of children and equity. Turn-out was strong)
- 8.) Encouraged English speakers to make more effort to speak with parents who spoke who do not speak English
- 9.) 1:1s, triads and small group break outs facilitated members getting to know one another

#### **IV. Framing the Moment: Challenges and Opportunities (Facilitated by Katherine and Emma)**

Katherine invited to be part of the Fremont Design Team, with the intention to build bi-lingual pathway

- 1.) Vast majority of the residents in the neighborhood aren't enrolled there (approx 400 out of 4,000 students who live in the attendance boundary), campus essentially has been abandoned
- 2.) Strong dedicated faculty, who wants to save Fremont High – wanting to build a coalition with them to build Bi-lingual Pathway
- 3.) Need to build a strong coalition because a process can not be successfully duplicated with out that.
- 4.) History of Fremont High: used to be a large campus, then reorganized into small schools, then back into one large school with 9<sup>th</sup> grade house and academies.

- 5.) Lack of trust between staff and district because of the ISSI process has been a challenge
- 6.) There is about \$100 million available for the rebuild of the Fremont campus
- 7.) Building from the bottom up takes a lot of education

Potential Challenges:

- 1.) Managing the District's process and how that has impacted community efforts
- 2.) Distinction- this is not a new school, but a transformed school. There are 45 staff who need to be involved in conversations
- 3.) Fremont Proposal Writing Team has submitted a plan that was approved on June 24<sup>th</sup> and does NOT include a Multi-lingual Pathway

- V. Large Group Brainstorm → Small Group Breakout discussion to Develop Thinking → Consensus Building Process (Facilitated by Katy)

## V. Non-negotiables (Facilitated by Katy)

- 1.) Can not exclude the community in this process (students, parents, teachers)
- 2.) Concerns – mental stagnation/resistance , there is a teacher that is unsafe to our children that comes along with Fremont High School – revision process with staff and admin at Fremont
- 3.) Hiring process – for existing teachers and new teachers (contract language could support this process)

Small Groups: Vision/Non-negotiable

- 1.) Ability to set culture - (this includes safety)  
Want to avoid a phase out of old school that doesn't include a principal that is also phasing out too, have a clear boundary, build school a few grades at a time (5)
- 2.) 2 year time line (will this be long enough) (5)  
Hands on learning, (STEAM) (5)  
Multi-lingual pathway (5)  
Safety - Strong communication between families and teachers (5)  
Students graduate with specific certifications related to multi-lingualism (option or requirement for graduation?) NEEDS FURTHER EXPLORATION  
Hiring of staff
- 3.) Quality academics (certificated teachers) (5)  
Ensure middle school is open by Fall 2017  
Fostering creativity and community as values (5)

## VI. Consensus of the Group around Non-negotiables (values/guiding principles) for creating multilingual pathway (dual immersion middle and multilingual high school)

**Process:**

- Community/Families/Students at the center of the planning process, with balanced representation from feeder schools
- Re-visioning with families and students from feeder school to create new school with new design
- Hire staff (principal, teachers, classified) that are aligned to vision, with a committee of stakeholders
- Two year timeline

- Clear boundary between old school and new one. ( e.g. grow school up 6-7, 9-10) Principal growing out the old school while different school leader and staff start new school
- Middle school vision remains front and center and opens by 2017

### **School Program:**

- Multilingual pathway
  - Project-based, inquiry-driven, hands-on
  - Safety/Security: strong communication between families and staff (teachers, ASP, etc.)
  - Quality academics, well-prepared, certificated teachers
  - Foster creativity and community as values
- A. Will Explore through our Design Inquiry Process:
- Students graduate with specific certifications related to multilingualism (option or requirement for graduation?)
  - Science Technology Engineering Arts and Math (STEAM) approach to teaching and learning
- B. Concerns
- Timeline - Balancing this opportunity and current timeline with need to slow things down to go back to the community. Want to make sure that we are including community in making decisions
  - Need to build a list of supportive parents starting early

### **VII. Next Steps:**

- Katherine Carter will attend meeting with Fremont Proposal Writing Team on Thursday, July 2<sup>nd</sup>
- Develop a summary for blog: Need to get photos and input
- Meet with Fremont Team to share our thinking
- Conversations with our community as we see folks over the next month

## ***Appendix D Non-negotiables***

### ***Non-negotiables for creating multilingual pathway at Fremont***

(sent to the Fremont design team following the 7/1/15 Meeting)

#### **Process:**

- Community/Families/Students at the center of the planning process, with balanced representation from feeder schools
- Revision with families and students from feeder school to create new school with new design
- Hire staff (principal, teachers, classified) that are aligned to vision, with a committee of stakeholders
- Two year timeline
- Clear boundary between old school and new one. ( e.g. grow school up 6-7, 9-10) Principal growing out the old school while different school leader and staff start new school
- Middle school vision remains front and center and opens by 2017

#### **School Program:**

- Multilingual pathway
- Project-based, inquiry-driven, hands-on
- Safety/Security: strong communication between families and staff (teachers, ASP, etc.)
- Quality academics, well-prepared, certificated teachers
- Foster creativity and community as values

## ***Appendix E Meetings between the merged design teams***

### **Design Team Meeting**

September 11<sup>th</sup>, 2015, 5:00-8:00 p.m.

#### **Meeting Goals**

- Finalize meeting calendar for Fall
- Set up committees
- Develop relationships and a sense of “team”
- Understand the purpose of the 1:1 listening campaign

<b>Time</b>	<b>Topics</b>
5:00-5:10	<b>Opening</b> Review agenda, goals, norms Reflection/Reading (Jo)
5:10-5:30	Team-Building Activities (Nidya)
5:30-6:00	Design Team Structure (Katherine) <ul style="list-style-type: none"><li>• Introduce <a href="#">draft committee structure</a> (5 min)</li><li>• Chalk talk on committee structure (15 min)</li><li>• Debrief (10 min)</li></ul>
6:00-6:15	Meeting Calendar (Katherine) <ul style="list-style-type: none"><li>• Review <a href="#">draft calendar for Fall 2015</a></li><li>• Make modifications as needed and approve time for retreat and steering committee meetings</li></ul>
6:15-7:00	Set up Committees (All) Go to the committee you are MOST interested in, and: <ul style="list-style-type: none"><li>• Share why you selected that committee</li><li>• Decide when you will meet next and who will facilitate</li><li>• Discuss who else you want to invite to join the committee</li><li>• Eat dinner</li></ul>
7:00-7:45	1:1 Listening Campaign Introduction (Katy and Emma)
7:45-8:00	<b>Closing</b> (Katherine) Next Steps Appreciations Plus/Delta on meeting

#### **Next Meeting**

- Define core values/guiding principles
- Approve grant budget

## 9/18/15 Design Team Agenda

### Goals:

- Confirm committee structure
- Introduce decision making-structure
- Learn from and with each other!

### Norms:

- Be Here Now
- Assume Positive intent
- Step up, Step Back
- Take an inquiry stance  
(ask questions to understand)
- Speak your truth
- Have fun

### Draft Agenda

5:00-5:15	<b>Opening</b> Icebreaker Reflection Review agenda, goals, assign notetaker Review norms, assign process checker News and Announcements
5:15-5:25	<b>1:1 Report Outs</b> (Katy and Emma)
5:25-5:40	<b>Updates</b> Facilities planning (Katherine and Nidya) Measure N, Linked Learning/Pathway Committee (Katherine and David)
5:40-6:10	<b>Learning From Each other</b> <ul style="list-style-type: none"> <li>- Senior Capstone Project (Jo)</li> <li>- Bilingual Pathway Awards (Dale)</li> <li>- Debrief/discussion (All)</li> </ul>
6:10-6:30	<b>Decision Making Structure</b> <ul style="list-style-type: none"> <li>- Share decision-making structure and rationale (modeled after SSC)</li> <li>- Questions and suggestions</li> </ul>
6:30-6:45	<b>Committee Meetings</b> <ul style="list-style-type: none"> <li>- Select time to meet (before 10/2)</li> <li>- Share your own goals for the next meeting</li> <li>- Select 1-2 people to draft the agenda for your next meeting</li> </ul>
6:45-7:00	<b>Closing</b> <ul style="list-style-type: none"> <li>- Preview important dates (steering committee dates, 11/20-21: proposed retreat dates – doodle poll to come - 9/24 HS design session)</li> <li>- Process check</li> <li>- Next Steps</li> <li>- Plus/Delta on meeting &amp; Appreciations</li> </ul>

**Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure.** It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you *not* to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people will not feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It is not just in some of us; it is in everyone and as we let our own light shine, we unconsciously give others permission to do the same. As we are liberated from our own fear, our presence automatically liberates others. - Marianne Williamson

**Appendix F 10/3 Multilingual Pathway Meeting Agenda**

**Multilingual Pathway Meeting/Junta del Camino Multilingue  
Saturday, October 3rd, 2015 from 10-11:30 am  
el sábado, 3 de octubre de 2015 de 10-11:30 am  
Home of the Park Family/Hogar de la Familia Park**

**AGENDA**

- |          |   |
|----------|---|
| 10:00 am | Breakfast/Desayuno  |
| 10:10 am | Welcome & Introductions/Bienvenida y Presentaciones   |
|          | <ul style="list-style-type: none"><li>• Name/Nombre. School/Escuela</li><li>• Pair Share/Compartir en Parejas: What has your child learned/experienced in school this year that is really exciting? ¿Qué ha hecho en la escuela este año escolar que es muy emocionante?</li><li>• Review Community Agreements/Meeting Norms/Revisar Acuerdos Comunitarios – Normas de las Juntas</li></ul> |
| 10:17 am | Reflection/Reflexión  |
|          | 10:22 am Large Group Reflection on Our Experience in Working on the Design Team/Reflexión sobre la experiencia con el Equipo de Diseño en el Grupo Grande   |
| 10:45 am | Small Group Break-Outs around next steps/Dividimos en Grupos Pequeños para hablar de próximos pasos   |
| 11:00 am | Reconvene in the Large Group to develop consensus around next steps/Reunirnos en el grupo grande para hablar de próximos pasos  |
| 11:20 am | Appreciations & Close/Apreciaciones y Clausura  |



**Appendix G Dual Language Middle School Design team meeting calendar**

## Multilingual Network Design Team Calendar

### November 2015-May 2016

#### BIG GOALS

- Create **vision**, guiding principles, and curricular model for middle and high school
- Select **principals** and key teacher leaders for middle and high school
- Identify **funding** for additional year of incubation/planning
- Secure **authorization** for both schools to open in 2017 with identified facility

#### CALENDAR

**Pink = school visits or conference**

**Purple = holiday**

**Green = meeting**

##### NOVEMBER

SUN	MON	TUE	WED	THUR	FRIDAY	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

##### Design Team meeting 11/12 @ Manzanita SEED

Whole Group:

- Team-building activity with students
- 1:1 listening campaign
- Report back from NACA school visits & La Cosecha conferences

Committees:

- Establish Staffing and Outreach committees
- Review goals and committee timeline

##### School Visits/Conferences

- 11/4-7: La Cosecha & CEDSP conference and NACA school visit

##### DECEMBER

SUNDAY	MONDAY	TUESDAY	WED	THUR	FRIDAY	SATURDAY
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19

##### Design Team meetings 12/3 @ CUES (No meeting on 12/17)

Whole Group activity with students:

- Vision and theory of action

**Committees:**

- Outreach: Plan design community meetings (ICS, SEED, CUES) & Listening Campaign
- Staffing: Develop principal job description and distribute

**School Visits/Conferences:**

12/15, 9-10 a.m., EPIC Middle School, Oakland California

**JANUARY**

SUNDAY	MONDAY	TUESDAY	WED	THUR	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**Design Team meetings 1/14 @ SEED & 1/28 at CUES:**

**Whole Group:**

- Report back from listening campaign and focus groups
- Guiding Principles: Review artifacts and create guiding principles

**Committees:**

- Outreach: Develop tool to sign up families who are interested in 2017 middle school, set up meetings with school board members
- Staffing: Develop interview process & review applications to screen candidates
- Teacher Pilot: Confirm agenda for 1/21 pilot kick-off

**FEBRUARY**

SUNDAY	MONDAY	TUESDAY	WED	THUR	FRIDAY	SATURDAY
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

**Design Team meetings 2/11 @ ICS & 2/25 @ SEED:**

- Report back from listening campaign, focus groups
- Staffing: Continue principal selection process
- Outreach: Continue collecting data on interest in 2017 middle school, continue with board member engagements
- Establish school culture and curriculum committee (proposal writing)

**MARCH**

SUNDAY	MONDAY	TUESDAY	WED	THUR	FRIDAY	SATURDAY
--------	--------	---------	-----	------	--------	----------

28	29	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

**Design Team meetings 3/10 @ CUES & 3/24 @ ICS:**

Whole Group

- Report back from listening campaign
- Input on culture and curricular plans

Committees:

- Staffing:
- Organizing:
- 

**APRIL**

SUNDAY	MONDAY	TUESDAY	WED	THUR	FRIDAY	SATURDAY
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**Design Team meetings 4/7@ SEED & 4/21 @ CUES:**

Whole group:

- Finalize Middle School proposal (**due 4/22**)
- Review and revise work plan for 2016-17
- Reflect and celebrate!

## ***Appendix H Summary of next steps after 11/18 meeting with Fremont team***

### **Proposed Next Steps (based on 11/18/15 meeting)**

#### **December 2015: Planning for January-June**

**Leadership:** Support OCO/AIA in continued parent engagement in demand for public hiring process for leadership, onboard new Community Liaison (she should start in January)

**Governance:** Draft internal governance plan that clarifies who makes decision about what

**Communication:** Send out updates to all stakeholders, and formalize student/parent participation

**Professional Development:** Draft proposals for PD to submit to ILT

#### **January-June 2016**

##### **Identify Leadership for 2016 and beyond**

- Engage parents to create a public demand for a community-based, transparent process to select **committed, transformative leader(s)** for the high school

##### **Clarify Internal Governance**

- Re-charter **current committees** (Measure N, SSC, ILT, etc.) as needed to clarify scope of decision-making and ensure distributed leadership and representative decision-making for all stakeholders.
- Establish **site-based decision-making committee** to oversee school improvement work

##### **Communicate to all stakeholders**

- Formalize **two-way communication** process with students, families, and staff (representation on committees, schedule for community and staff meetings, etc.)
- **Monthly newsletter**
- Consider **other ways** to facilitate internal and external communication?

##### **Implement Professional Development aligned to redesign proposal**

- PBL, (proposal coming from pilot?)
- PBIS/RJ (proposal coming from school culture committee)
- Advisory (proposal coming from Advisory committee)
- Share learning from instructional pilots

#### **Additional Learning Opportunities**

- **OUSD School Design Days:** 1/28/16, 2/25/16, 3/24/16, 4/28/16, 5/26/16, 6/9/16
- **NEP Leading for Equity Retreat:** March 10<sup>th</sup>-13<sup>th</sup>
- **Additional school visits:** possible spring break trip with focus on newcomer program

#### **Summer 2016**

- Re-establish design team with new leadership
- Summer retreat with design team
- Plan PD for 2016-17 & establish design priorities

## **Appendix I Design Team Members**

### **Dual Language Middle School**

<b>Name</b>	<b>Role*</b>	<b>Ethnicity</b>	<b>Language</b>	<b>Occupation*</b>
Katherine Carter	Leader	White	English, Spanish	Doctoral student
Katy Nunez-Adler	Leader	White	English, Spanish	Community organi
Laura Flaxman	Parent	White	English	Educational consu
Andrew Park	Parent	Asian	English	Non-profit E.D..
Che Abram	Parent	Black	English	Director of Diversit College
Rachel Harralson	Parent	Black	English	After school progr
Lamont Snaer	Parent	Black	English	Admin. Analyst, De Children, Youth, Fami
Dale Eilers	Teacher	White	English	Dual Language Sp
Priscilla Parchia	Teacher	Mixed/Black	English	Teacher
Luz Alcaraz	Parent	Latina	Spanish	Homemaker
Judith Mendez	Parent	Latina	Spanish	Homemaker
Luisa Irieno	Parent	Latina	Spanish	Homemaker

### **Fremont High School**

<b>Name</b>	<b>Role*</b>	<b>Ethnicity</b>	<b>Language</b>	<b>Occupation*</b>
Katherine Carter	Leader	White	English, Spanish	Doctoral student
Nidya Baez	Staff	Latina	English, Spanish	Community Schools Manager
Johanna Paraiso	Teacher	Filipina	English	Teacher
Ji Lee	Teacher	Chinese	English	Teacher, Fremont
Jasmene Miranda	Teacher	Black	English	Teacher, Fremont
Agnes Zapata	Teacher		English	Teacher, Fremont
Christie Blakely	Teacher	White	English, Spanish	Teacher, Fremont
Patricia Segura	Teacher	Latina	English, Spanish	Teacher, Fremont
Roxanne Aguirre	Staff	Filipina	English	Extended Day coordinator
Bill Delucchi	Community	White	English	Adult ESL Volunteer
Emma Paulino	Community	Latina	Spanish English	Community Organizer, OCO
Alison MacDonald	Community	White	English, Spanish	Retired HS Network Supt.
Michelle Gonzalez	Teacher	Latina	English, Spanish	Teacher, Fremont

\* While many team members were both parents and educators, role applies to the primary role the person took in the design process

## **Appendix J Multilingual Pathway Updates 10/1/15**

### **Multilingual Pathway Updates**

SEED Principal Beatrice Martinez and I submitted a letter of interest for the OUSD Fall Call for Quality schools for the Dual Language Middle School (DLMS). The next step is to submit a letter of intent in January, and then a proposal in April. If our proposal is accepted, this means the district will support us to open the new school in 2017! In addition, we will receive:

- Up to \$200,000 to for design year expenses in 2016-17
- Up to \$200,000 per year in 2017-18 and 2018-19 to support program development

We will also be applying for the New Schools Venture Fund Launch grant, which will also support planning for a dual language middle school to open in 2017.

#### **Timeline for 2017 Middle School Launch:**

##### **September 2015 – April 2016: Proposal Writing and Research**

- September 21, 2015 Letter of Interest submitted
- Now-December 2015 Design Team Exploration Period  
*Ongoing: School visits, research, focus groups at feeder schools, community meetings, 1:1 campaign*  
*Nov. 4-7: La Cosecha Dual Language conference and site visits*  
*Dec.: Create principal job posting for DLMS and share widely!*  
*TBD: Additional local school visits*
- January 15, 2016 Letter of Intent Due
- January-April 2016 Proposal Writing Period  
*Ongoing: School visits, research, focus groups at feeder schools, community meetings, 1:1 campaign*  
*Jan-Feb: Principal interviews and selection*  
*TBD: Site visit to DC International? (6-12 multilingual)*  
*TBD: Additional local school visits*
- April 22, 2016 Proposal Submission Due Date

##### **May-June 2016: Proposal evaluation and Decision-making by OUSD**

- May 2016 Proposal Evaluation
- June 2016 Proposal Decision-making

##### **July 2016- August 2017 :School Design Implementation Planning Year**

*Katherine will work with the new principal to facilitate the design team during the planning year*

**August 2017 Launch new Dual Language Middle School!**